

SEQUOIA UNION HIGH SCHOOL DISTRICT  
BACKGROUND INFORMATION FOR  
AGENDA ITEMS FOR 8/13/14, BOARD MEETING

1. CALL TO ORDER

Anyone wishing to address the Board on closed session matters may do so at this time.

2. CLOSED SESSION

- a. CONSIDERATION OF STUDENT DISCIPLINES/EXPULSIONS
- b. CONFERENCE WITH LABOR NEGOTIATORS, Agency Designated Representative: James Lianides;  
Employee Organizations: Sequoia District Teachers Association (SDTA), Sequoia Adult School  
Federation of Teachers
- c. SUPERINTENDENT'S EVALUATION—GOVERNMENT 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 JUNE 25, 2014, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the June 25, 2014, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the June 25, 2014, 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 TRIP (consent)

SITUATION

**Carlmont High School**

60 Football team members will participate in an overnight mini-camp at Carlmont High School on August 15-16, 2014.

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 football team to stay overnight on August 15-16, 2014.

d. APPROVAL OF CONTRACT FOR COMMUNICATIONS MANAGEMENT SYSTEM (consent)

SITUATION

During the spring 2014 semester, a committee of district office and site administrators (led by Assistant Superintendent David Reilly) worked closely with representatives from the Sequoia District Teachers' Association (SDTA) discussed adopting a communications management system, or learning management system.

This system allows teachers, students and parents to have a single portal (tool) where assignments, electronic resources, grades, and attendance can be housed in one place. The goal is to provide all stakeholders with a central location for student information and progress rather than having multiple websites and portals to log into.

Several products and services were reviewed and evaluated during this process. The committee ultimately chose to adopt School Loop, a local company that hosts communication management services for over 4,000 schools. School Loop communicates with our student information system (Infinite Campus); teachers will have one place to log in and post class syllabi, assignments, grades, and other electronic resources. Students and parents will have a single sign-on and receive assignments, grades, attendance, transcript information, and other resources made available by teachers.

FISCAL IMPACT

School Loop's services cost \$55,830 for the first year of implementation. This cost will be covered through the Technology and Information Services Department's General Fund budget.

RECOMMENDATION

That the Board of Trustees approves the contract for the communications management system provided by School Loop, Inc.

e. 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.

f. APPROVAL OF CONTRACT FOR CYBER HIGH LICENSES AND SERVICES (consent)

SITUATION

Cyber High is an online credit recovery program that the district has made available to students for the past five years. First used for migrant students, the product's visuals and clear instruction caused the district to expand student use to non-migrant students. All on-line programs were required by the state to go through re-applying for University of California "a-g" requirements. Cyber High is in the process of receiving approval this fall. Just in case, sites are also purchasing a limited number of the less user-friendly Apex licenses. Cyber High will be available for use by all students district-wide.

FISCAL IMPACT

\$55,250

RECOMMENDATION

That the Board of Trustees approves the contract for Cyber High licenses and services.

g. APPROVAL OF CONTRACT FOR BROKERAGE SERVICES (consent)

SITUATION

Due to the successful outcome of Measure "A," district staff will be seeking to locate and acquire two parcels of property, of approximately three acres each in size; one parcel will be located in the southern part of the district's attendance area and the other property located in the northern section.

As such, the district is in need of brokerage services to acquire the needed properties. The recommended firm, Cassidy Turley, has extensive experience in the local commercial real estate market and will provide valuable insight and services throughout the acquisition process.

The attached contract is standard in its format and content. It is customary that the owner of the property pay for the brokerage services.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the contract for brokerage services with Cassidy Turley.

h. APPROVAL OF CONTRACT FOR SOCCER FIELD RENOVATION AT MENLO-ATHERTON (consent)

SITUATION

Pacheco Brothers Gardening, Inc. will be renovating the existing turf on the soccer field at Menlo-Atherton High School. Pacheco Brothers will be removing the old turf and disposing the debris. The contract is included with background materials.

FISCAL IMPACT

No fiscal impact on the General Fund; the project cost of \$37,040 will be funded by to the Maintenance Assessment District.

RECOMMENDATION

That the Board of Trustees approves the contract with Pacheco Brothers Gardening, Inc., for renovation of the soccer field at Menlo-Atherton High School.

- i. APPROVAL OF PRELIMINARY 2014-15 CATEGORICAL BUDGET FOR WOODSIDE HIGH SCHOOL (consent)

#### SITUATION

The California Department of Education requires that each school's site council and local governing board annually approves the corresponding categorical budgets as part of each school's site plan. These funds must be aligned to the goals and initiatives described in the corresponding school site plan, which, in turn must not conflict with the district's Local Control Accountability Plan (LCAP). Because preliminary budgets may change once the final state and federal allocations are provided, a revision to the school budgets may need to be submitted in the fall.

#### FISCAL IMPACT

Approval of Woodside High School's 2014/15 preliminary categorical budget grants formal authority to Woodside to expend their state and federal categorical funds (Tobacco Use Prevention Education [TUPE], Title I, Title III-Limited English Proficient [LEP], District-funded English Learners [EL] Support), estimated at \$238,011.

#### RECOMMENDATION

That the Board of Trustees approves the preliminary 2014/15 categorical budget for Woodside High School.

### 9. SPECIAL RECOGNITIONS

- a. Superintendent's Commendations

### 10. PUBLIC COMMENT

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

### 11. INFORMATION ITEMS

- a. REPORT ON NINTH-GRADE TRANSITION SUPPORT MENTOR PROGRAM

#### SITUATION

The Transition Support Mentor (TSM) position was created to mentor 9<sup>th</sup>-grade students identified as academically at-risk. The concept of the TSM was developed during the 2012-13 school year as a result of the work conducted by the Transition Task Force comprised of administrators, two board members, teachers, and counselors. The TSM serves as an "intervention specialist" who works to connect 9<sup>th</sup>-grade students most in need with resources available at the school and in the community.

#### **Transition Program**

2013-14 was the first year of the Transition Support Program (TSP) with each comprehensive high school provided with one district-funded .4 FTE (2 periods) TSM who reported directly to the site administration. The TSM works with a target caseload of sixty (60) students identified as requiring academic, personal, and/or social support. The program works to avoid duplication of services by working with those students who are not enrolled in other programmatic supports such as special education, Advancement Via Individual Determination (AVID), or Business United in Investing, Lending and Development (BUILD); however, there are a few exceptions based on special circumstances or a determination that additional support is necessary. The TSM and the site administrator to whom he/she reports make determinations as to student caseloads, and once students are connected to interventions or supports, changes in student caseloads occur during the school year.

*As a result, the cohort group of students from semester to semester will change, as the goal is to connect students to a program/intervention that will allow them to achieve academic success.* For example, close to 100 students were served over the course of the 2013-14 school year at Menlo-Atherton High School. The following academic report reflects the progress of the students in the TSP at Menlo-Atherton when the school year ended. Menlo-Atherton had the highest instances of changes in the TSP caseloads. It is important to note and to keep in mind that due to the changes in student caseloads, the data presented in this report contains variances as to the composition of students served at each of the sites and does not represent “pure” cohorts of students. The TSP targets 9<sup>th</sup>-grade students who demonstrate poor attendance and who are earning multiple Ds and Fs on progress and quarter grade reports. The TSMs and their respective site administrators meet regularly to review student performance and attendance data, as well as referrals from AVPS, guidance counselors, and teachers. The TSMs meet quarterly to discuss best practices and to share site interventions and programs.

The TSMs at the four comprehensive sites come from a variety of positional backgrounds. At Woodside High School, the TSM is an English teacher with a reading intervention background. At Sequoia High School, the TSM is a Spanish teacher with a broad range of experience at the school, including support staff and after-school program experience. At Menlo-Atherton High School, the TSM is the chairperson of the Special Education department, and at Carlmont High School, the TSM is a certificated staff member who facilitates and supervises the mental health support program.

A primary objective of the TSP is to connect students to institutional, systemic interventions that will follow individual students for as long as they are necessary throughout their high school program. The TSM attempts to connect students to these interventions, and is not designed to serve as the primary means of intervention. As students move into the 10<sup>th</sup>-grade and beyond, the intent is for these students to remain engaged in the interventions with which they were connected in the 9<sup>th</sup>-grade for as long as they are necessary or applicable.

### Program Interventions

The TSP is tailored to the high school at which it is located and employs strategies and interventions that are offered within that setting. These interventions may include:

- Connections to the home through parent meetings at school, phone contacts and email exchange
- Referrals to after-school tutoring programs
- Referrals out to appropriate programs (AVID, BUILD, Upward Bound, Team Ascent) and interventions through collaboration with other members of the school staff including AVPs, health aides, guidance counselors, bilingual resource teachers, and teachers
- Individual/group counseling as appropriate either to outside agency or provided through on-campus mental health services
- Use of Academic Success Contracts and truancy contracts
- Questionnaires to determine academic interests
- Positive reinforcement incentives
- Weekly individual meetings with students
- Communication with students’ classroom teachers
- Working with the EPA city social worker
- Referrals to Student Study Team, school psychologists

### Student Profiles

GENDER AND ETHNICITY	CA		M-A		SQ		WD	
	F	M	F	M	F	M	F	M
American Indian/Alaska Native	-	1	-	-	-	-	1	-
Asian	-	4	-	-	-	-	-	-
Black or African American	-	6	-	-	1	1	1	2
Hawaiian/Pac Islander	2	2	-	-	1	1	-	2
Hispanic or Latino	8	18	17	32	17	25	11	25
White	2	7	3	5	3	1	1	-
Two or More	1	3	-	1	1	-	-	1
TOTAL	13	41	20	38	24	28	15	30
	54		58		52		45	

*The students enrolled in the Transition Support Program are primarily male except at Sequoia High School where there is almost an even split of males and females. The largest demographic of students at all of the sites is Latino students.*

<b>SPECIAL PROGRAMS</b>	<b>CA</b>	<b>M-A</b>	<b>SQ</b>	<b>WD</b>	<b>TOTALS</b>
Boys and Girls Club	4	0	6	2	12
Compass	7	26	35	15	83
ELL	9	26	27	35	97
Special Education	0	5	-	10	15
Socio-Econ Disadv	30	51	42	40	163

*\*Students may be in one or more groups*

*Many of the students enrolled in the Transition Support program are English Language Learners, and the vast majority of students are socio-economically disadvantaged.*

<b>CREDITS EARNED</b>	<b>CA</b>	<b>M-A</b>	<b>SQ</b>	<b>WD</b>
60+	1	9	26	32
50 – 59	7	12	7	5
40 – 49	1	16	9	1
30 – 39	1	8	1	3
20 – 29	6	6	2	-
10 – 19	8	6	3	2
0 – 9	2	1	4	2
Total	5	58	52	45

*A variance exists amongst the sites in measurable outcomes and indicators. The objective of the district quarterly TSM meetings is to review site performance data and to share best practices and successful interventions and programs. Most sites are experiencing success in terms of keeping 9<sup>th</sup>-grade students on track for graduation and establishing strong foundations for continued academic success. Reducing the number of classes that students would otherwise need to repeat will increase their opportunities to explore elective offerings and a wider range of academic subjects and curricular offerings. In comparing data as to credits earned for the 2012-13 and 2013-14 school years, it is important to note that the overall percentage of students at the comprehensive high school sites who earned fewer than 20 credits during the 9<sup>th</sup>-grade year decreased from 5% in 2013 (106/2125) to 3% in 2014 (70/2139).*

<b>9th-Grade GPA</b>	<b>CA</b>	<b>M-A</b>	<b>SQ</b>	<b>WD</b>
2.6 - 3.0+	0	1	11	10
2.1 - 2.5	2	7	10	13
1.6 - 2.0	13	18	10	11
1.1 - 1.5	16	9	11	7
0.6 - 1.0	11	18	3	1
0.0 - 0.5	12	5	7	3
Total	54	58	52	45

*The GPAs listed above are cumulative for the 2013-14 school year.*

ATTENDANCE Q3 & Q4	CA		M-A		SQ		WD	
	Q3	Q4	Q3	Q4	Q3	Q4	Q3	Q4
Present 90%-100%	16	20	27	19	23	28	31	29
Present 85%-89%	11	4	8	9	8	6	5	3
Present 80%-84%	8	4	5	12	7	2	1	2
Below 80%	19	26	18	18	14	16	8	11
Total	54	54	58	58	52	52	45	45

*Unexcused absenteeism continues to challenge academic success rates. TSMs report that many parents seek interventions and strategies for ways to best support their students. TSMs work with AVPs, School Resource Officers, and the E.P.A. social worker in an effort to move more 9<sup>th</sup>-graders into the 90-100% range of attendance.*

#### **Looking Ahead: The Transition Support Program 2014-15**

The decentralized approach to the implementation of the TSP presented several challenges and precipitated a variance in results. The district provided a rather broad degree of autonomy in terms of personnel selection, the initial identification of students, and the facilitation of student caseload changes; consequently, differences exist in the profiles and needs of the students served in this first year of implementation.

Staff has been exploring the need to centralize the efforts of the TSMs in order to ensure greater fidelity and consistency in terms of target students and interventions under the guidance of the Division of Student Services. Over the course of these discussions, the SUHSD has also chosen to close the Opportunity Program housed at Redwood High School in order to keep students on the comprehensive high school campuses so that they may continue to have access to electives, clubs, and other school activities that can foster social and academic success. As a result, the staff has refined and expanded the scope of the TSP to become the *Aspirations Advocates Program* (AAP) in partnership with the Quaglia Institute for Student Aspirations (QISA). A select group of teachers and administrators will focus on fostering the QISA's 3 Guiding Principles of Self-Worth, Engagement, and Purpose within this program.

The *Aspirations Advocates Program*, designed and implemented in collaboration with stakeholders, includes ongoing support and coaching for all participants (administrators/students/staff/advocates). Moreover, QISA seeks to monitor and assess the effectiveness of the Aspirations influence on the Aspirations Advocates Program. Part of the new program design includes research protocols collaboratively designed with QISA's Director of Research, SUHSD Administration, AAP Staff, and the QISA Field Team. This research-based approach will ensure consistent data tracking of cohort student groups.

Each comprehensive high school site will be allocated a minimum of an additional .2 FTE to the proposed Transition Support Mentor (TSM) allocation for 2014-15. The Aspiration Advocate and the Transition Support Mentor *will be the same* certificated staff member who has demonstrated propensities in working with this target population of students. As the TSM, the staff member will continue to monitor and support a caseload of approximately fifty (50) 9<sup>th</sup>-grade students. In addition, the TSMs, as Aspiration Advocates, will be provided this additional period to work with 5-10 students who would have been otherwise referred to the Opportunity Program. The TSMs/ Aspiration Advocates will be available the majority of the school day to support the Administrative Vice Principals, Guidance Counselors, and mental health staff in working with these Aspiration students. The Aspirations Advocate will work through the AAP curriculum in an effort to achieve the aforementioned objectives.

As the Transition Support Program evolves into the Aspirations Advocates Program for 2014-15, the staff believes that a centralized, research-based, QISA-provided curriculum based on a clearly defined, implicit framework will have a significant, positive impact on attendance rates and academic success for incoming 9<sup>th</sup>-grade students targeted with this approach.

b. PRESENTATION OF FINDINGS FROM MIDDLEFIELD ROAD REDESIGN COMMUNITY OUTREACH EFFORT

SITUATION

The County of San Mateo is facilitating a community engagement effort in North Fair Oaks. The goal is to incorporate ongoing public engagement into implementation of the North Fair Oaks Community Plan which provides a blueprint for community development over the next 20 years.

The first phase of work is related to the redesign of Middlefield Road. There are some negative impacts in the proposed parking regulations that will adversely affect the Sequoia Adult School program.

The North Fair Oaks Outreach Team will provide an update on the Middlefield Road Redesign Project planned for North Fair Oaks. The team will share the results of the extensive community outreach and engagement effort, review the project timeline, describe next steps, and answer questions.

12. DISCUSSION ITEMS

a. DISCUSSION OF REVISED ADMINISTRATIVE REGULATION AR5116.1, INTRADISTRICT OPEN ENROLLMENT AND ADJUSTMENT TRANSFERS

SITUATION

On June 25, 2014, the Board approved new school boundaries which will go into effect beginning in the 2015-16 school year. In conjunction with the boundary changes, the Board gave direction that the Open Enrollment/Transfer administrative regulation be updated to include two new categories of transfer preferences: 1) students living in an attendance area that was changed from one school to another would have preference as well as 2) students residing in the "Avenues" in North Fair Oaks who wanted to follow their cohort of peers to Sequoia High School even though their attendance area is Menlo-Atherton.

Another major change being proposed is that once an Open Enrollment Transfer is approved, it cannot be rescinded. The current administrative regulation gives parents up to two months to rescind the transfer; this past year 95 transfers were rescinded by parents. Given that district schools have significant enrollment growth and there is very little excess capacity at any site to absorb out of attendance area students, most approved transfer requests will now be based on even exchanges of students between schools. When parents rescind transfers, it causes an enrollment imbalance at both schools. Approval of this revised administrative regulation will actually result in a higher percentage of transfer requests being approved; staff will no longer need to hold back approvals based on historic patterns of rescinded transfers.

This revised Administrative Regulation AR5116.1 is being brought forward as a first reading. Upon its approval it will govern the Open Enrollment/Transfer process for the 2015-16 school year. The application process will begin this fall and conclude on the third Friday in January 2015.

b. DISCUSSION OF UPCOMING STUDY SESSION ON ALTERNATIVE SCHOOLS

SITUATION

In June Board members requested that a Study Session on alternative schools be scheduled for August 20. While the study session would primarily focus on how Redwood Continuation High School can best serve its students, the discussion would also cover other alternative programs in the district including Independent Study and Middle College.

The purpose of bringing this item forward this evening is for Board members to discuss the timing and scope of the Study Session in order for staff to adequately prepare.



### **Timing**

Staff will be forming a Redwood Task Force consisting of two Board members, representatives of the Redwood staff, district and site administrators, and counseling staff.

If the Study Session is held on August 20, the Redwood Task Force will not yet have been formed. The Study Session would primarily be a discussion involving Board members and district staff. If the Study Session is postponed to either September 10 or 24, it could serve as the kick-off meeting of the task force with its members present and would result in a much richer discussion.

### **Scope**

The direction provided by the Board in June was that the Study Session should focus on Redwood, but also cover the other alternative programs in the district. To what extent does the Board wish to discuss other alternative programs in the Study Session, and which particular programs should be included?

This item is being brought forward for discussion so that staff receives direction on the timing and scope of the Study Session.

## **c. DISCUSSION OF STRATEGIC PLANNING AND THE PROPOSAL PUT FORTH BY PIVOT LEARNING PARTNERS**

### **SITUATION**

Trustees Du Bois and Thomsen met with a number of possible strategic planning consultants last spring and recommended that Pivot Learner Partners' approach to the strategic planning process best met district needs. In addition, the Pivot consultants have worked with local districts to facilitate the development of strategic plans.

This item is being brought forward for discussion to provide the entire Board an opportunity to discuss whether it is prepared to move forward with a strategic planning process at this time, and also to ask specific questions of the Pivot consultants as to scope, timeline, and process.

Assuming the direction is to move forward, the contract with the consultants will be placed on the consent calendar for the September 3 meeting. Attached is Pivot Learning Partners' strategic planning proposal including projected costs.

## **13. PUBLIC HEARING**

- a. None

## **14. ACTION ITEMS**

- a. ACCEPTANCE OF RESPONSE TO CIVIL GRAND JURY REPORT ON CHARTER SCHOOLS

### **SITUATION**

On June 9, 2014, the Board received a request from the Superior Court of San Mateo County Civil Grand Jury for comments from Sequoia Union High School District regarding the Grand Jury Report, "Educational Frenemies: Can Charter Schools Inspire Better Student Outcomes in Public Schools in San Mateo County?"

A written response has been prepared, and the letter is included with the background materials for Board action. The Civil Grand Jury Report is also included for reference.

### **FISCAL IMPACT**

None

### **RECOMMENDATION**

That the Board of Trustees accepts the district's response to the Civil Grand Jury Report on Charter Schools.

- b. ADOPTION OF RESOLUTION NO. 1522, DECLARING RESULTS OF SCHOOL BOND ELECTION HELD JUNE 3, 2014 (by roll call vote)

SITUATION

With the passage of the district's Measure "A" bond, it is recommended that the Board adopt Resolution No. 1522, Declaring Results of School Bond Election held June 3, 2014. The resolution was reviewed by legal counsel and is included with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1522, Declaring Results of School Bond Election held June 3, 2014.

- c. ADOPTION OF RESOLUTION NO. 1523, CALLING UPON LEGISLATURE TO REPEAL LOCAL RESERVES CAP (by roll call vote)

SITUATION

School district governing boards have an obligation to provide quality education while maintaining fiscal solvency of the school systems they govern. School district reserve levels are determined by governing boards to meet priorities and allow districts to save for potential future expected and unexpected expenditures and eventual economic downturns.

Basic aid districts receive funds only twice a year and must rely on adequate reserves to manage cash flow for daily operations and unforeseen events. The statutory minimum for school district reserves for economic uncertainties ranges from 1 to 5 percent. Prudent budgeting raises expectations for school districts to maintain reserves above the statutory minimum.

On June 20, 2014, the Governor signed into law SB 858 (Community on Budget and Fiscal Review, Chapter 32, Statutes of 2014) the so-called Education Budget Trailer Bill, and SB 858, Section 27 requires school districts to spend account balances down to no more two to three times the minimum level of the statutory reserve for economic uncertainties. This could jeopardize the fiscal solvency of school districts.

Included in the background materials is Resolution No. 1523, which calls upon the Legislature to repeal or substantially change the language contained in Section 27 of SB 858 (Chapter 32, Statutes of 2014) immediately.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1523, a resolution calling upon the Legislature to repeal or substantially change the language contained in Section 27 of SB 858 (Chapter 32, Statutes of 2014) immediately.

- d. ADOPTION OF RESOLUTION NO. 1524, RESOLUTION IN SUPPORT OF CLOSING THE COMMERCIAL PROPERTY LOOPHOLE (by roll call vote)

SITUATION

In 1978 the voters of California approved Proposition 13, which created limits on property taxes paid by residential and commercial property owners. While residential property changes hands and is reassessed every

ten years, the change in ownership for commercial property is more complicated and they are able to avoid reassessment of their property by limiting the portion of ownership that changes hands to ensure that no single party owns more than 50 percent.

Since the passage of Proposition 13 the State of California has assumed a greater role in funding public schools, and per-pupil support has declined from the top ten in the nation to the bottom ten. Property taxes are a stable funding source for public schools.

Regularly reassessing non-residential property would generate at least \$6 billion in additional revenue for public schools. California public schools face challenges to provide an equitable education for a student population with vast differences in language, poverty, and other social, educational and economic factors.

Included in the background materials is Resolution No. 1524, which supports efforts to modify how the value of commercial properties are reassessed to allow for more fair reassessments of commercial property while maintaining Proposition 13 protections for residential properties and small businesses.

#### FISCAL IMPACT

None

#### RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1524, in Support of Closing the Commercial Property Loophole.

#### e. APPROVAL OF REQUEST FOR DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

##### SITUATION

According to Education Code, the Board is required to adopt a declaration of need for fully-qualified educators at a regularly-scheduled meeting certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for certain positions.

While staff anticipates the ability to recruit highly-qualified teachers, it is important to have this declaration in case the district is unsuccessful recruiting teachers in some limited areas. This is particularly important if openings develop mid-year. This declaration is also required in order to approve emergency Cross-cultural Linguistic Academic Development (CLAD) certifications for new employees who may not have had this certification as part of their credentialing program and for teachers who come to the district from out of state.

##### FISCAL IMPACT

None

##### RECOMMENDATION

That the Board of Trustees adopts the Declaration of Need for Fully-Qualified Educators as presented.

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

#### 16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE AUGUST 20, 2014, BOARD STUDY SESSION, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

##### a. Discussion of Alternative Education (tentative)

POSSIBLE AGENDA ITEMS FOR THE SEPTEMBER 3, 2014, BOARD STUDY SESSION, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA