

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 11/5/14, 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. CONFERENCE WITH LABOR NEGOTIATORS, Agency Designated Representative: James Lianides;
Employee Organizations: Sequoia District Teachers Association (SDTA); Sequoia Adult School
Federation of Teachers, and American Federation of State, Local, County and Municipal Employees
(AFSCME)
- b. CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Agency Negotiator: James Lianides; terms and conditions; APN 046-112-530, 055-243-030, 046-112-950

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

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

SITUATION

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

No complaints were received during the quarter of July 1, 2014, through October 31, 2014. A copy of the Williams Uniform Complaint quarterly report form is enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the report as presented.

- b. APPROVAL OF MINUTES FOR OCTOBER 22, 2014, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the October 22, 2014, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the October 22, 2014, Board meeting.

c. 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.

d. APPROVAL OF FIELD TRIPS (consent)

SITUATION

Carlmont High School

14 Distributive Education Clubs of America (DECA) students will travel to San Jose on November 14-16, 2014, to attend the California DECA Leadership and Competitive Excellence Conference.

Menlo-Atherton High School

40 Advancement Via Individual Determination (AVID) students will travel to Santa Clara University and California State University at Monterey Bay on November 10, 2014. Students will tour the campuses and attend presentations hosted by the admissions officers.

20 Art students will travel to London, England and Paris, France April 17-25, 2015. Students will re-create the experience of the Impressionist painters and will view their art in museums.

Redwood High School

20 Redwood Environmental Academy and Leadership (REAL) students will travel to Fitzgerald Marine Reserve at Moss Beach on March 13, 2015. Students will study the unique aquatic life present in the intertidal zone and sea lion refuge.

42 REAL students will travel to the Health, Environment, Agriculture, Learning (HEAL) Project School Farm in Half Moon Bay on May 14, 2015.

FISCAL IMPACT

No fiscal impact on General Fund. No student will be denied the opportunity to participate in these field trips due to finances.

RECOMMENDATION

That the Board of Trustees approves the field trip requests for Carlmont High School DECA students to San Jose on November 14-16, 2014; Menlo-Atherton AVID students to Santa Clara and Monterey on November 10, 2014, Art students to London, England and Paris, France on April 17-25, 2015; Redwood REAL students to Moss Beach on March 13, 2015, and REAL students to Half Moon Bay on May 14, 2015.

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

SITUATION

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

FISCAL IMPACT

No impact to the General Fund.

RECOMMENDATION

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

- f. ADOPTION OF REVISED BOARD POLICY BP 3513.3, TOBACCO-FREE SCHOOLS (consent)

SITUATION

On October 22, 2014, the Board discussed revised Board Policy BP3513.3, Tobacco-Free Schools, which is included with the background materials. The revised policy directly addresses the regulation of the use of e-cigarettes and electronic nicotine delivery systems on all district properties and during school-related events.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts revised Board Policy BP3513.3, Tobacco-Free Schools.

- g. APPROVAL OF ADDENDA TO FACILITIES USE AGREEMENTS FOR EVEREST AND SUMMIT CHARTER HIGH SCHOOLS (consent)

SITUATION

Enclosed with the background materials are addenda for two Facilities Use Agreements between the SUHSD and Summit Public Schools; operating as Everest Public High School and Summit Preparatory Charter High School. These addenda are intended to change the SUHSD's/Summit's mode of invoicing and paying the charter schools' pro rata share payment for use of district facilities during the 2014-15 through 2016-17 school years. The addenda will not affect the yearly amount of the facility payments due to the district. This revised invoicing process will provide Summit charter schools to be eligible for additional grant funding. These agreements have been reviewed by County Counsel.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Addenda to Facilities Use Agreements for Everest and Summit Charter High Schools.

h. APPROVAL OF CONTRACT FOR FIRE ALARM EQUIPMENT SERVICES (consent)

SITUATION

Staff recommends that the Board approves the contract with Sound and Signal in the amount of \$79,000 for the following services:

- a. Provide labor and material for routine maintenance service, repairs and installations of fire alarm and intercom equipment in classrooms and elevators district-wide estimated at \$48,520;
- b. Perform annual inspections on fire alarm and intercom equipment district-wide quoted as \$30,480.

FISCAL IMPACT

\$79,000 to the General Fund, Maintenance and Operations Department budget.

RECOMMENDATION

That the Board of Trustees approves the contract for fire alarm equipment services with Sound and Signal in the amount of \$79,000.

i. APPROVAL OF LEASE-LEASE-BACK AGREEMENT WITH CAL PACIFIC FOR M-A FIVE CLASSROOM PROJECT (consent)

SITUATION

On December 11, 2013, the Board approved proceeding with the new classroom building and addition at Menlo-Atherton High School. On September 3, 2014, the Board approved the Inspector of Record/Project Manager for this project. On October 8, 2014, the Board approved a pre-construction agreement with Cal Pacific Construction to start site and demolition work, with the expectation that a proposed lease-lease-back agreement would be presented at a future board meeting. Included in the background materials is the lease-lease-back agreement with Cal Pacific Construction. The agreement includes the terms and conditions, site and facilities leases and the guaranteed maximum cost. The cost for this project will be \$3,443,600 to include a \$50,000 allowance for removal of hazardous and a \$161,600 district contingency. Any unexpended allowance and contingency funds will be returned to the district.

FISCAL IMPACT

No impact to General Fund; all costs to be paid by state matching funds.

RECOMMENDATION

That the Board of Trustees approves the Lease-lease-back agreement with Cal Pacific Construction in the amount of \$3,443,600 for construction of the new Classroom Building and Addition project at Menlo-Atherton High School.

j. APPROVAL OF LEASE-LEASE-BACK AGREEMENT WITH ALTEN CONSTRUCTION FOR MILLS BUILDING PROJECT (consent)

SITUATION

On September 17, 2014, the Board approved a pre-construction agreement and proposal to enter into a Lease-lease-back agreement with Alten Construction for the 1090 Mills Way renovation project. This project will modify/renovate an existing 26,000 square foot building and will become the new Corporate Yard that will house the Maintenance and Transportation departments. Included with the background materials is the Lease-lease-back agreement which includes the terms and conditions, site/facilities leases and a guaranteed maximum cost for the project. The maximum cost of the project will be \$2,868,824. This includes a \$200,000 owner's allowance for unforeseen vandalism costs, a \$75,000 district contingency, and a \$23,980 add-alternate to paint the exterior of the building. Any unexpended allowance and contingency funds will be returned to the district.

FISCAL IMPACT

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

RECOMMENDATION

That the Board of Trustees approves the Lease-lease-back agreement with Alten Construction in the amount of \$2,868,824 to modify/renovate 1090 Mills Way in Redwood City.

k. AUTHORIZATION TO FILE NOTICES OF COMPLETION (consent)

SITUATION

On June 25, 2014, the Board approved the lease-lease-back agreement with Cal Pacific Construction for renovations at Menlo-Atherton of classrooms F-13 and F-14 and at Woodside High School of classrooms G-6 and E-17.

On June 25, 2014, the Board authorized the Superintendent to approve summer bids. On July 31, 2014, the Superintendent approved the bid for Atlas Pelizzari Inc. to provide electrical services to three modular classrooms at Menlo-Atherton.

On January 15, 2014, the Board approved the lease-lease-back agreement with Charles Pankow Builders for the new classroom building at Myrtle Street, in East Palo Alto.

The above work has been inspected and is now complete according to plans and specifications. It is now necessary to file notices of completion.

FISCAL IMPACT

No impact to General Fund; all costs to be paid from developer fees and state- matching funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to file Notices of Completion for Cal Pacific Construction to renovate classrooms at M-A and Woodside high schools, Atlas Pelizzari Inc., to provide electrical services for modular classrooms at M-A, and Charles Pankow to provide a new classroom building at Myrtle Street in East Palo Alto.

l. APPROVAL OF JOB DESCRIPTION FOR MENTAL HEALTH SERVICES CASEWORKER (consent)

SITUATION

For three years, the District has provided mental health services support to students with IEPs after the dissolution of AB 3632. In order to meet the needs of students, the District has procured the services of vendors to provide mental health supports. The implementation of this new position will supplant the need for the District to acquire the services of these outside vendors and contractors. This cost-neutral addition to the management salary schedule will allow the District to monitor these mental health services supports more closely and effectively.

FISCAL IMPACT

None; the cost of this new position is equal to the annual amounts of contracting these services.

RECOMMENDATION

That the Board of Trustees approves the job description for Mental Health Services Caseworker.

m. APPROVAL OF 2015-16 INSTRUCTIONAL CALENDAR (consent)

SITUATION

The district and Sequoia District Teachers' Association (SDTA) have reached a tentative agreement on the Instructional Calendar for the 2015-16 school year. The Instructional Calendar for 2015-16 is included with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the SUHSD Instructional Calendar for the 2015-16 school year.

n. APPROVAL OF MANAGEMENT SALARY SCHEDULE (consent)

SITUATION

As a result of the ratification and subsequent Board approval of the agreement with the Sequoia District Teachers Association (SDTA), the 2014-15 Management Salary Schedule will reflect a 2 percent increase in all ranges and steps commensurate to the terms of the agreement with the SDTA.

The updated 2014-15 Management Salary Schedule also reflects the addition of the classified management position of Mental Health Services Caseworker. In order to meet the mental health needs of students with Individualized Education Plans (IEPs) more effectively and efficiently, the district will discontinue contracting these services from outside agencies and access the services of this new district position, the Mental Health Services Caseworker.

As a result of the passage of Measure "A" on June 3, 2014, the district is the recipient of a \$265 million bond intended to update, renovate, repair, construct, and purchase district facilities and technology. As such, the district will need to make an adjustment and an addition to the Management Salary Schedule.

First, the position of Project Manager has been moved from Range IX (now deleted) on the Management Salary Schedule to Range VIII. The complexities as well as scope of the district Project Manager will be enhanced and expanded, respectively, and this change in range on the Management Salary Schedule reflects these accordingly.

Second, the district has created a new position, that of Chief Facilities Officer (CFO), for placement at the level of Assistant Superintendent. The Chief Facilities Officer is a cabinet-level position with responsibility for planning, developing, and overseeing all functions of the Facilities Design, Construction, and Real Estate. This CFO position represents the superintendent and the district for facility planning and management of building a facility construction including supervision and coordination of consultants, communications with parents and the general community, facilitation of staff planning, and leadership of district committees.

FISCAL IMPACT

The cost of a 2 percent increase to the management salary schedule is approximately \$84,000. The addition of the Mental Health Services Caseworker is cost-neutral, as the position will supplant the need for the district to continue to contract for services. The position of Chief Facilities Officer will be paid from Measure "A" funds. The upgrade for the Project Manager position will be paid from construction funds.

RECOMMENDATION

That the Board of Trustees approves the 2014-15 Management Salary Schedule.

o. AUTHORIZATION TO CONTRACT FOR ENERGY CONSULTANT SERVICES (consent)

SITUATION

On June 11, 2014, the district entered into contract with Derivi Castellanos Architect (DCA) to develop the first two-year implementation of a five year plan under the California Clean Energy Jobs Act (Prop 39). With this contract the district along with DCA will develop and implement years three through five of this plan for all district sites, with the exception of charter schools which are independently funded under Prop 39. The following services will be provided by DCA: field surveying, preliminary engineering to define scope of potential projects, energy savings calculations, submitting district plan, and answering questions from the California Energy Commission regarding the plan.

The Sequoia Union High School District has one California High Performance Standards (CHPS) building at Woodside, one Leadership in Energy and Environmental Design (LEED) building at Sequoia, three LEED buildings at Carlmont, and one LEED building at Everest (on 5th Avenue). Over the years lighting upgrades have been made, but to not to Light Emitting Diodes (LED). There have been some motion light detectors installed as part of some of our most recent modernization projects.

The district intends to procure and implement new upgraded cost-effective energy systems utilizing Proposition 39 program funds. The SUHSD held a general obligation bond election in June, and the energy consultant shall collaborate with the architect(s) that the district will engage for master planning and design services for the bond construction program. It is staff's intent to leverage Proposition 39 funding with other federal, state and local funds to implement the energy efficiency projects.

Enclosed with the background materials is a copy of the Proposal for Prop 39 Energy Consultant Services from Derivi Castellanos Architects.

FISCAL IMPACT

\$30,000 from Proposition 39 for completion of the five year expenditure plan (years three through five).

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to contract with Derivi Castellanos Architects for Proposition 39 Energy Consultant Services.

- p. APPROVAL OF JOB DESCRIPTION FOR CHIEF FACILITIES OFFICER (consent)

SITUATION

As a result of the passage of Measure "A" on June 3, 2014, the district is the recipient of a \$265 million bond intended to update, renovate, repair, construct and purchase district facilities and technology. As such, the district has created a new position, that of Chief Facilities Officer, for placement at the level of Assistant Superintendent. The Chief Facilities Officer (CFO) is cabinet-level position with responsibility for planning, developing, and overseeing all functions of the Facilities Design and Construction and Real Estate. This CFO position represents the Superintendent and the district for facility planning and management of building and facility construction including supervision and coordination of consultants, communications with parents and the general community, facilitation of staff planning, and leadership of district committees.

FISCAL IMPACT

The cost of this position will be funded by Measure "A" bond funds.

RECOMMENDATION

That the Board of Trustees approves the job description for Chief Facilities Officer.

- q. WELLNESS ADVISORY COUNCIL REPORT FOR 2013-14 (info/consent)

SITUATION

Enclosed with the background materials is the Wellness Advisory Council Report for 2013-14.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the report as presented.

- r. APPROVAL OF AGREEMENTS WITH MANAGEMENT AND CONFIDENTIAL EMPLOYEES FOR 2014-15 (consent)

SITUATION

The Management and Confidential teams' agreements with the district on compensation are a "me too," based upon the contract with the Sequoia District Teachers Association. This results in the following changes to Management and Confidential employees' compensation:

1. The district shall continue to absorb Health and Welfare Benefits premium costs for the 2014-15 school year estimated to cost the district 0.88 percent. (A 1 percent increase to the management unit is approximately \$42,000.)
2. The district shall increase the Management Salary Schedule and the Confidential Employees' Salary Schedule by 2.0 percent retroactive to July 1, 2014.
3. The district shall provide a 2.0 percent increase based on the 2013-2014 Management and Confidential employees' salary schedules as a one-time off schedule payment. (Note that the 2.0 percent is not compounded on the 2 percent described in section 2 above.)

FISCAL IMPACT

The agreement results in the above changes in compensation for Management and Confidential employees.

RECOMMENDATION

That the Board of Trustees approves the changes in compensation for district Management and Confidential employees.

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 COMPASS SUMMER TRANSITION PROGRAM

SITUATION

Program Purpose

The purpose of the Compass Program is to transition academically at-risk students more effectively into high school. For the 2014 summer school session, Compass students were recruited to participate in a 19-day remedial transition program which focused on providing students with the opportunity to become

familiar with their assigned high school through both academic classes and social experiences tailored to their new school. Students who successfully completed the Compass program earned five elective credits.

Student Recruitment

Each comprehensive site was responsible for recruiting efforts to enroll eligible students into their Compass Program. The incoming 9th grade students met the eligibility for participation in Compass by scoring at or below a 7.0 grade reading level on the Gates-McGinite Reading test administered in January, 2014. This goal was set by the district and site administration.

Recruitment efforts are time intensive and require a great deal of outreach as Compass students are some of the most at-risk students entering the district. Recruitment included dissemination of general program information, providing information on Free & Reduced Lunch applications, and Boys' and Girls' Club activities that were held at the East Palo Alto Clubhouse every afternoon after school.

Recruitment efforts included:

- Distribution of Compass applications in cooperation with the middle school counselors and principals to those students who qualify.
- Making personal phone calls to the homes of qualifying students by Compass Coordinator, District Parent Coordinator, and site parent coordinators
- Special education teachers signing up students during transition meetings
- Providing outreach at Open House programs
- Making home visits by school personnel
- Compass Coordinators working in collaboration with the District Parent Coordinator to contact families

Four workshops were designed for the parents of Compass students to increase their ability to support their students' academic success. These workshops included:

Workshop 1:	Compass – Information and Expectations for students; High School Programs and Services; Compass Tours; Online Registration
Workshop 2:	Graduation Requirements; a-g College Eligibility Requirements; Transcripts; High School Credits
Workshop 3:	Introductory Information about College: Four-year and two year; Student Panel
Workshop 4:	Introductory Information about Financial Aid and Scholarships; Deferred Action; Mother/Daughter Panel

Parents were invited to bring their student with them to the workshops and many did. As the student will be functioning in an educational system that is new to him/her, it is a greater benefit to the student when parents *and* students are introduced to the new information at the beginning of high school.

Staffing and Program

Each comprehensive summer school site had a Compass Coordinator. This coordinator worked with the site principal to hire certificated teaching staff for English, math, PE, and leadership classes on a 25:1 ratio. Due to fewer potential students eligible for Compass, Carlmont offered their own special program, *Program Success*, which was an introduction to high school course that included Life Skills for the small number of incoming 9th grade students who were enrolled in English Intensive and English Intervention. The Compass Program ran from 8:00 a.m. through 1:30 p.m. daily.

The SUHSD worked together with the Boys' and Girls' Club in East Palo Alto to provide after-school activities for students. Students were provided transportation from Compass to the EPA Clubhouse. The program ran from 12:00 p.m. through 7:00 p.m. and offered courses in sports, media arts, culinary arts, and career exploration.

Compass Student Background

Each school tailors its Compass program to meet the unique and special needs of the students in their community. During the 2014 summer Compass program, district-wide 316 student participated.

Total # of Compass Students		
	Attended	Did not Attend
Carlmont High School	18	32
Menlo-Atherton High School	112	49
Sequoia High School	111	53
Woodside High School	75	50
Total	316	184

Of the 316 students who participated in the summer Compass program:

- The majority of the students were male (58%) vs. female (42%).
- White students made up 9% of the Compass population and 79% of the students were Latino. The small remaining percentage of the students was primarily Asian and African-American.
- Approximately 29% of these students were identified as special education students.
- 80% of the students are identified as eligible for the National School Lunch Program (Free & Reduced Lunch)
- 60% of the Compass students were classified as Limited English Proficient (LEP), 12% were Re-designated Fluent English Proficient (RFEP), English-only (EO) speakers accounted for 24% of the students and 4% were identified as Initial Fluent English Proficient (IFEP). Sequoia and Menlo-Atherton High Schools had the largest numbers of LEP students.
- Students from Redwood City made up 54% of the Compass enrollment for the summer program while Ravenswood students accounted for 31% of the enrollment.

Program Feedback

At the end of the summer Compass program session, the Compass Coordinators were surveyed for feedback on the things that went well and those that were a challenge. This information is provided directly by the site coordinators.

What Worked?

- Sequoia had a Team Ascent program that worked with students who have been identified by the middle schools as “at risk”. The program ran after Compass from 1:30 – 4:30 and had field trips on Fridays. This time was used to build positive relationships.
- Teachers were very dedicated.
- Teachers met weekly to discuss who was doing well and who was struggling. Notes were made in IC to help teachers who had these students in the fall.
- Woodside provides two release days for teacher preparation in the spring. This enables staff to develop a Project Based Learning curriculum which is more creative and engaging rather than remedial worksheets. The mentor program is extremely helpful. These are 10th through 12th grade students who do everything from working with students one-on-one in class to planning rallies.
- At Menlo-Atherton, students were engaged with the summer reading, academic rigor was maintained in classes, a sense of community formed with staff and students and parents felt involved in their students’ summer education. Pre-identification of students who need special services was done as well as implementation of immediate interventions for students who have the highest need.

Challenges

- Recruitment is very time intensive. It takes a team effort to reach out to the families that often include the Resource Officer, AVPs, Parent Coordinators and other extra staff that are sometimes hired specifically to connect with families.

- Families who are not on the Compass eligibility list completed applications because they wanted their child in summer school. There should be discussion about who summer programs are for. Should they help transition all incoming 9th grade students?
- Articulation is inconsistent with the various feeder schools. Some feeder schools have a designated staff member who is diligent about helping collect applications while other feeders were less responsive.
- It is very difficult to follow and keep in touch with the students once the school year begins.

Distribution of GMRT Reading Scores Prior to the Start of the Compass Program

GMRT Result		
	Attended Compass	Did not attend Compass
3.9 and below	9%	6%
4.0 - 4.9	28%	15%
5.0 - 5.9	28%	23%
6.0 – 7.0	22%	56%
7.1 and above	13%	0%

GMRT test results show that for Compass students, the majority are reading between a 4th to 7th grade reading level, two to five grades below a 9th grade reading level. Overall the reading levels of the students who did not attend Compass were higher than those who did. Students that scored above a 7.0 were added to the program on a space available basis at the school sites under special circumstances that would benefit the student.

Compass student progress

The data below shows how the total group of identified Compass students has progressed through the first quarter of the school year. The data charts are divided into two groups; 1) students who attended Compass and 2) students who did not attend Compass.

Total # of Compass Students by Quarter 1 GPAs		
	Attended Compass	Did not Attend Compass
3.000 – 4.000	25%	37%
2.000 - 2.999	41%	36%
1.000 - 1.999	22%	21%
0.000 - 0.999	12%	6%

Quarter 1 – Attendance Rates		
Time	Attended Compass	Did not attend Compass
90 - 100%	80%	75%
80 - 90%	10%	15%
70 - 79%	5%	4%
60 - 69%	3%	4%
59% and lower	2%	2%

Quarter 1 – Attendance Rates Above and Below 2.0 GPA		
GPA	Attended Compass	Did not attend Compass
= > 2.0 GPA	96%	95%
<2.0 GPA	87%	84%

Points of Interest

1. There was no significant difference in first quarter GPAs between the group that attended Compass and the group that did not. Over two-thirds of students in both groups achieved a GPA of over 2.0 which indicates, at least for the first nine weeks of school, they are on track toward success at their comprehensive high school. The data also indicates a strong relationship between GPA and attendance.
2. The freshmen in the District who had the poorest first quarter performance were those who have been identified and placed with their site Aspiration's Advocate. In other words, more academically prepared students are not necessarily more likely to fare better in the high school setting. NOTE: This is in line with the finding that many Redwood students are academically capable of secondary work.
3. For Sequoia High School's Team Ascent summer enrichment program, middle school principals recommend the students they believe are most likely to struggle with the transition to high school. These recommendations have proven to be an accurate indicator for at risk students. Team Ascent has run for five summers and for the past two students in Team Ascent have been assigned to the site's Aspiration's Advocate. As of last summer, the Aspiration Advocate runs the Team Ascent summer program.
4. Because content area teachers teach COMPASS courses, the current COMPASS model requires four teachers, regardless of the number of students who qualify for the program.
5. For both students that participated in Compass and those not eligible and did not attend, the greatest predictors of academic success is school attendance.

Recommendations

1. Criteria to identify students for the Compass Program needs to be revisited. The process to identify students needs to utilize multiple measures including 8th grade behavior and attendance to identify those students in greatest need of a summer transitional program. Middle school principals need to play a stronger role in recommending students. The criteria to identify Compass and SAAP students needs to be closely aligned.
2. The curriculum of Compass needs to have a much stronger focus on social and behavioral skills necessary for success in school (e.g. team building, goal setting, counseling, field trips, Quaglia, mentor models, positive connections with staff). This will result in improved school attendance.
3. Staff needs to explore ways that an even higher number of students in Compass will participate in the Boys and Girls Club after-school program.

b. REPORT ON ENROLLMENT

SITUATION

Enclosed with the background information is the annual Official Enrollment Report for 2014-2015. This report summarizes the enrollment data at each of the comprehensive school sites, alternative programs, and charter schools, as of the last week in September 2014.

12. DISCUSSION ITEM

- a. DISCUSSION OF REVISED BOARD POLICIES AND ADMINISTRATIVE REGULATIONS BP/AR 1312.3, AR 5117.1, BP/AR 5131.2, BP 5137, AR 5144.1, BP 5145.3, AND NEW BP 5145.4

SITUATION

California's Assembly Bill (AB) 1266 gives students in public K-12 schools the right "to participate in sex-segregated programs, activities and facilities" based on their self-perception, regardless of their birth gender. The following revisions and additions to board policy and administrative regulations include a proposed new board policy regarding Transgender and Gender Variant Students. The following revisions are the result of the implications of AB 1266 and this new board policy.

BP/AR 1312.3 - Uniform Complaint Procedures (UCP)

Pursuant to recent legislation and guidance from the California Department of Education, the proposed revisions to the District's UCP entail an expansion of language to include complaints regarding harassment, intimidation, or bullying, in addition to complaints regarding impermissible student fees.

AR 5117.1 - Interdistrict Attendance Agreement

The proposed changes include statutorily required language regarding interdistrict transfer consideration for bullying victims, in addition to the new provisions regarding students in grades 11 and 12.

BP/AR 5131.2 - Anti-Bullying/Anti-Harassment

In the Board Policy (BP), language has been added to clarify the scope and application of the recent anti-bullying legislation. Also added are statements required by statute, including moving the statement of responsible District employee from the Administrative Regulation (AR) to the BP. In the AR, language has been added to clarify the scope and application of the recent anti-bullying legislation. Additionally, the proposed changes replaced and removed various statements regarding the District's jurisdiction with regard to this policy.

BP 5137 – Positive School Climate

Additional language has been added regarding staff contributions to school climate, and an expanded statement regarding enforcement of discipline, including bullying and cyberbullying.

BP/AR 5144.1 - Suspension and Expulsion/Due Process

In the BP, revisions include a few minor changes for statutory compliance. In the AR, the list of "Grounds for Suspension and Expulsion" has been renumbered/reordered for clarity and precision, and conformance with the most recent conventions regarding the Section 48900 list. Throughout the suspension and expulsion provisions, language has been added to comply with the most recent legislation in this area, including special provisions for foster youth.

BP 5145.3 - Nondiscrimination/Harassment

The recent statutory bullying changes also impact nondiscrimination and harassment. The BP has been updated to include these new statutory requirements. As with bullying, the UCP complaint process is the explicit pathway for complaints and investigations under this policy, making the position of Assistant Superintendent of Human Resources responsible for compliance with this policy.

BP 5145.4 Transgender and Gender Variant Students

AB 1266 provides an additional component to Education Code section 221.5, by adding new subdivision (f) that reads: "A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records." Now that this amendment to Section 221.5 is effective, transgender students will expressly have the right to participate in school programs and activities, and use facilities, based upon their gender identity regardless of their biological sex.

13. PUBLIC HEARING

- a. PUBLIC HEARING ON SUHSD INITIAL BARGAINING PROPOSAL TO AMERICAN FEDERATION OF STATE, LOCAL, COUNTY, AND MUNICIPAL EMPLOYEES (AFSCME) SUPERVISORS

SITUATION

Before the commencement of bargaining, each party is required to "sunshine" its initial contract proposal and a public hearing is held. The public hearing offers an opportunity for the Board to hear comments on the district's initial bargaining proposal to the American Federation of State, Local, County, and Municipal Employees (AFSCME) Supervisors' unit.

14. ACTION ITEMS

- a. CONSIDERATION OF NOMINATIONS FOR ELECTED MEMBERS TO CSBA DELEGATE ASSEMBLY

SITUATION

Any California School Boards Association (CSBA) member board is eligible to nominate board members within their geographical region. Each board may submit nominations on or before Wednesday, January 7, 2015. Delegates serve a two-year term, beginning April 1, 2015, through March 31, 2017. There are two Delegate Assembly meetings per year.

There are three delegate seats open for Region 5, and if board members would like to nominate anyone as a delegate, action should be taken by December 12, 2013. The call for nominations information is included with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

(As determined)

- b. NOMINATION OF A BOARD REPRESENTATIVE TO ELECTION OF MEMBERS TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

SITUATION

Included with the background materials is the election packet in regard to the newly-constituted County Committee on School District Organization (CCSDO). Nomination forms are due by November 13, 2014, the election of governing board representatives to fill new terms on the CCSDO will be on November 17, 2014, and the new terms of office and the organizational meeting of the CCSDO will be on December 1, 2014.

FISCAL IMPACT

None

RECOMMENDATION

(As determined)

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

POSSIBLE AGENDA ITEMS FOR THE NOVEMBER 19, 2014, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

POSSIBLE AGENDA ITEMS FOR THE DECEMBER 10, 2014, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA