

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO: Board of Trustees

DATE: March 9, 2016

FROM: James Lianides,
SuperintendentSUBJECT: Personnel Recommendations
for March 9, 2016
Board MeetingEmployment – Certificated

Aidan	Valerie	D	Substitute Teacher		02/26/16	E.C. 44919(a)
Andreini	Michael	D	Substitute Teacher		02/17/16	E.C. 44919(a)
Bajornas	Erin	W	Teacher – Education Specialist	.2 fte	2/16/16 - 6/03/16	E.C. 44918
Cardona	Cynthia	D	Substitute Teacher		02/18/16	E.C. 44919(a)
Cheli	Bo	D	Substitute Teacher		02/23/16	E.C. 44919(a)
De La Torre	Eduardo	D	Substitute Teacher		02/18/16	E.C. 44919(a)
Heritier-Kirby	Claire	S	Teacher – Social Science	1.0 fte	08/15/16	Probationary 1
Lucia	Stephen	C	Summer School Principal	1.0 fte	6/30/16 – 7/22/16	Tenured
Miskelley	Matthew	C	Summer School Principal	1.0 fte	6/10/16 – 6/30/16	Tenured
Molina	Dinorah	D	Substitute Teacher		02/17/16	E.C. 44919(a)
Moore	Carrie	M	Teacher – English	1.0 fte	08/15/16	E.C. 44909
Ready	Stephen	M	Summer School Principal	1.0 fte	6/10/16 – 6/30/16	Tenured
Simon	Eric	D	Substitute Teacher		02/16/16	E.C. 44919(a)
Tammi	Gerald	D	Substitute Teacher		02/17/16	E.C. 44919(a)
Ton-Tho	Stephanie	D	Substitute Teacher		02/19/16	E.C. 44919(a)
Vanderway	Joseph	M	Teacher – Science	1.0 fte	08/15/16	Probationary 2

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

Schussel	Shari	S	Guidance Counselor	100% leave - 05/02/16 – 06/03/16	Section 9.1.1-(A-6)
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Notice of Termination-Certificated

Caveney	Valerie	M	Teacher – English	Resignation	1.0 fte	03/01/16
Davis-Karnacki	Kristen	D	Teacher – Social Science	Resignation	1.0 fte	06/03/16
Lok	Jeanette	E	Teacher – Science	Resignation	1.0 fte	06/03/16
Muelman	Elle	W	Teacher – Mathematics	Resignation	1.0 fte	06/03/16
Smilgys	Melissa	W	Teacher – Education Specialist	Resignation	1.0 fte	02/17/16
Fried	Thomas	S	School Psychologist	End of Temp Assign.	.6 fte	01/31/16

Certificated Staff hired for Summer School 2016

	Name	Site
Gordon	Joni	S
Karditzas	James	D

Jacqueline McEvoy

Jacqueline McEvoy, Assistant Superintendent

SEQUOIA UNION HIGH SCHOOL DISTRICT
 Redwood City, California 94062

TO: Board of Trustees DATE: March 9, 2016
 FROM: James Lianides, Superintendent SUBJECT: Personnel Recommendations
 for March 9, 2016
 Board Meeting

Employment – Classified

Brosnan	Tom	M	SCIA	Short-Term	1.0 fte	02/23/16
Campos	Liliana	A	ABE/ESL Program Assoc.	Short-Term	0.5 fte	02/23/16
Chen	Ningning	D	SCIA – Sub	Short-Term	1.0 fte	01/07/16
Clay	Patricia	D	Accounting Clerk II	Retiree	1.0 fte	02/19/16
Del Rio Valencia	Jazmin	M	IA II / Bilingual	Short-Term	1.0 fte	02/16/16
Flores	Esperansa	M	SCIA	Short-Term	1.0 fte	02/23/16
Gonzalez	Jonathan	W	IA II	Short-Term	1.0 fte	02/26/16
Graze	Latanya	D	Dispatcher	Employee	1.0 fte	03/01/16
Horn	Geoff	C	Theater Mgr – Dance Show	Short-Term	1.0 fte	03/01/16
Lee Cunningham	Carol	C	IA II / Test Proctor	Short-Term	1.0 fte	02/01/16
Ledezma	Luis	S	Campus Security Aide	Short-Term	0.5 fte	01/01/16
Ledezma	Luis	S	IA II – SAFE Program	Short-Term	0.5 fte	01/01/16
Price	Scott	M	IA II	Short-Term	1.0 fte	02/18/16
Quinonez	Jorge	M	Campus Security Aide	Short	0.5 fte	02/24/16
Velho	Kayla	W	SCIA	Short-Term	1.0 fte	03/01/16
Villalobos	Daniel	C	Clock Operator - Basketball	Short-Term	0.5 fte	12/01/15
Weden	Stephanie	C	Clock Operator – Basketball	Short-Term	0.5 fte	01/05/16

Notice of Terminations

Serna	Cynthia	D	Custodian – On-Call	Resignation	1.0 fte	02/26/16
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Employment – Adult School

Tevis	Sara	A	ESL Teacher	Short-Term	1.0 fte	02/16/16
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Jacqueline McEvoy

Jacqueline McEvoy, Assistant Superintendent

Sequoia Union High School District
Educational Services Division



NEW COURSE PROPOSAL

INSTRUCTIONS

- Please type or print legibly.
- Before submitting the course, please answer each question. If a question does not apply to your proposal, briefly explain why.
- In cases where incomplete proposals are received (or required information is not provided), the form will be returned to the originator.
- Please return completed forms to Educational Services, keep a copy.
- Complete evaluations form after pilot period and submit to Educational Services.

Paul M. Snow
Originator

Menlo-Atherton High School
School

Dept. Chair's signature	Date
	1/7/16
Principal's signature	Date
	1/7/16
IVP's Endorsement	Date

Review Dates:
SDMC 2/10/15
Subject Area Council _____
Curriculum Council _____

Asst. Superintendent's Signature _____ Date _____
IVP: 2/2/16 Principal: 2/9/16

GENERAL INFORMATION

Course Title: Sports Leadership
Course Catalog Title (maximum 12 characters): Sport Ldrship
Department(s): Leadership
Grade level(s): 10-12
Pre-Requisites: None

Estimated Cost excluding Textbooks: The course will eventually generate money, not cost it.
Length of course: Year Other Can students enroll in the course mid-year? Yes

CREDITS AND REQUIREMENTS

Units per Grading Period: 5 per semester Maximum credit 10 per year
What Required Graduation Credit does this course satisfy? Elective

Is this a Vocational Education offering? No

What State ID Course Number does this Course match? _____

Is this course being submitted to meet a UC "a-g" requirement? No

If so, which one's? _____
Please send proof of submission to Ed Services before this course approval goes to the Board of Trustees.

Is this course requesting/receiving an Honors Bonus point? No

Proposed starting date: 2016

Office Use Only
Board Approval Date: _____
Honors Pt. Granted? Y N

UC COVER PAGE

<p>Course Title Sports Leadership</p> <hr/> <p>School Menlo-Atherton H.S.</p> <hr/> <p>District SUHSD</p> <hr/> <p>City Atherton</p>	<p>Department or Discipline</p> <p><input type="radio"/> History/Social Studies</p> <p><input type="radio"/> English/Language Arts</p> <p><input type="radio"/> Mathematics</p> <p><input type="radio"/> Laboratory Science</p> <p><input type="radio"/> Language other than English</p> <p><input type="radio"/> Visual & Performing Arts (for 2003)</p> <p><input type="radio"/> College Preparatory Elective: Subject Area: _____</p>
<p>Name of School Contact Person Paul M. Snow</p> <hr/> <p>Title/Position Teacher</p> <hr/> <p>Contact Information</p> <p>Phone: (650) 322-5211 x53761</p> <p>Fax:</p> <p>E-mail: psnow@seq.org</p>	<p>Grade Level(s) for which course is intended 10-12</p> <hr/> <p>Length of Course</p> <p>Semester <input checked="" type="checkbox"/> Year Other</p> <hr/> <p>Unit Value</p> <p>0.5 (half year equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p>2.0 (two year equivalent)</p> <p>Other: _____</p>
<p>Date of School Board Approval</p>	<p>Seeking "Honors" distinction?</p> <p>Yes No <input checked="" type="checkbox"/></p>
<p>Was the course previously approved by UC?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If so, in what year? _____ Under what course title? _____</p>	
<p>Pre-Requisites None</p>	
<p>Co-Requisites None</p>	
<p>Brief Course Description</p> <p>Students enrolled in this class will help manage our Athletics program, including management of game day events and athletic facilities. Students will also develop skills in organizing game schedules, website maintenance, and they will also learn from community professionals in the field, become certified in CPR/First Aid with AED training, and learn the basics of injury prevention, including how to tape ankles. Students will be expected to work closely with M-A coaches, athletic trainer, Video Production, Journalism, and Yearbook teachers. Finally, students will work at least 40 hours of community service each semester while completing the requirements of this course.</p>	

BACKGROUND INFORMATION

Context for Course:

How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

Sports Leadership will address many needs of the school. Students will benefit from being a part of the Athletics department, behind the scenes. Our most recent WASC report specifically noted that school pride could be bolstered and student participation in leadership programs. This class would do both.

History of Course Development (optional):

Who was involved in the course development. Did you consult with UC Admissions personnel or UC professors? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has the course received any special recognition's, designations or awards? Has it been articulated to local community colleges or universities?

COURSE CONTENT

Course Goals and/or Major Student Outcomes:

A limited number of broad educational goals to be addressed by this course.

- **Increase school pride**
- **Increase student involvement in Leadership**
- **Give students experience in a hands-on management course**

Course Content Standards:

Cite how this course addresses SUHSD content standards and/or California subject area frameworks (s) as well as school ESLRs.

This class adheres to our vision statement, specifically by helping prepare our students to be Independent and socially responsible individuals. It also meets M-A's ESLRS by preparing students to be academically prepared individuals who communicate their ideas, use technology to enhance learning, and live with "PRIDE".

Course Objectives:

A list of specific student learning objectives. If you choose, you may also list appropriate academic content standards alongside each objective.

- **Sports Leadership students will help to promote sporting events, and increase attendance at games**
- **Students will create a student store, selling Bear Wear, and helping fundraise**
- **Students will serve as team managers and help our coaches with stats, website maintenance, reporting scores, etc.**
- **Students will help maintain safe and clean athletic facilities through various community service projects**

Course Outline:

A traditional course outline listing all topics and sub-topics, indicating both breadth and depth of coverage. As appropriate, please list major assignments (i.e. labs, essays, projects, etc.) alongside topics and sub-topics.

SEMESTER 1

- Daily "Kickoff" openers (5 minutes of journal writing on a given topic or question)
- Agree upon class goals and expectations
- Set personal goals for class and how to achieve them
- Teach website administration (how to edit and add content) for www.bearsathletics.org
- Students are assigned a team to maintain/update on our website throughout the year
- Start social media for M-A Athletics and update/post often (Facebook, Twitter, etc.)
- Organize and plan big sporting events for the fall season (football Fridays, etc.)
- Train class on how to work a sporting event (set up, during event, cleanup)
- Students will take online certification courses on Sportsmanship, Concussion Awareness, and a

Captain's Course

- Students work on 40 hours of a community service project (peer tutoring, youth coaching, team manager, etc.)
- Students sign up to cover games and write a game summary to submit to local media
- Students sign up to live stream a game and either announce or work the camera at that game
- Students are assigned a Final Exam project (Year 1 will be to update the Hall of Fame display cases-requiring research and writing about each of our HOF inductees)

SEMESTER 2

- Daily "Kickoffs"
- Continue to update www.bearsathletics.org for winter and then spring sports
- Update social media for winter/spring sports
- Get online training on First Aid
- Get hands-on training on CPR/AED
- 40 hours of community service project

- Stream at least one game
- Submit at least 2 game summaries to local media
- Store 30-50 photos and one 10-15 second video in our Google folder of your assigned team for use in the winter and spring sports awards nights
- Go through training on taping with our Athletic Trainer
- Students will design and sell Bear Wear, as a fundraiser
- Students will help maintain safe and clean athletic facilities through various community service days
- Final Exam project

Texts & Supplemental Instructional Materials:

A list of district-adopted core textbooks and/or core literature, followed by other readings, articles, reports, etc., indicating if materials will be used in part or in their entirety.

There is no text for this course. We will use a lot of online material, all available for free. This will include the Positive Coaching Alliance website, as well as the National Federation of High Schools (NFHS).

Instructional Methods and/or Strategies:

A general description of instructional methods including lecture, discussion, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc.

- Lecture and discussions
- Reading
- Research
- Watching online tutorials
- Small group work
- Entire class collaborative work

Assessment Methods and/or Tools:

A description of assessment methods, including exams, quizzes, papers, homework assignments, projects, participation, attendance, etc.

- Graded Kickoffs with written comments
- Collect community service hour logs w/ signatures
- Self-assessment rubric (in development)
- Written assignments (ie. game summaries)
- Online assignments (certifications)
- Performance evaluations (streaming, game day work)

Grading will be based on a simple point system. Each week students will be given points on given assignments that are posted on IC. The term grades will be broken down into these categories:

Attendance (20 %)

Committee Work (30 %)

Participation (20%)

Service Hours (30%)

Assessment Criteria:

Indicate what criteria are used to assess student work. For example, has the school or department developed rubrics that define quality work? Until the State has published its academic performance standards, what is being used to define quality?

Sequoia Union High School District
Educational Services Division
NEW COURSE PROPOSAL

INSTRUCTIONS

Please type or print legibly.
Before submitting the course, please answer each question. If a question does not apply to your proposal, briefly explain why.
In cases where incomplete proposals are received (or required information is not provided), the form will be returned to the originator.
Please return completed forms to Educational Services, keep a copy.
Complete evaluations form after pilot period and submit to Educational Services.

IB Business Management
Title of Course

Lisa McCahon & David Weyant
Originator

Sequoia High School
School

E. Holst
Dept. Chair's signature 1/7/16
Date

[Signature]
Principal's signature 1/21/16
Date

Sophia K. Oliveira
IVP's Endorsement **Date**

Asst. Superintendent's Signature **Date**

Review Dates:

Subject Area Council: 1/25/16

IVP Council: 2/2/16

Principal Council: 1/28/16 2/9/16

GENERAL INFORMATION

Course Title: IB Business and Management SL - HP

Course Catalog Title (maximum 12 characters): IB Business and Management SL - HP

Department(s): Social Science

Grade level(s): 9 10 X 11 X 12 **Pre-Requisites:** None

Estimated Cost excluding Textbooks: \$2,000 for IB Teacher Training

Length of course: 1 Year (2 semesters) **Can students enroll in the course mid-year?** No

CREDITS AND REQUIREMENTS:

Units per Grading Period: 5 **Maximum credit** 10

What Required Graduation Credit does this course satisfy? CTE

Is this a Vocational Education offering? No

What State ID Course Number does this Course match? 27166

Is this course being submitted to meet a UC "a-g" requirement? Yes

If so, which one's? G College Preparatory elective

Please send proof of submission to Ed Services before this course approval goes to the Board of Trustees.

Is this course requesting/receiving an Honors Bonus point? Yes

Proposed starting date: 2016-2016 school year (August 2016)

Office Use Only
Board Approval Date: _____
Honors Pt. Granted? Y N

Proposed starting date: 2016-2016 school year (August 2016)

UC COVER PAGE

Course Title IB Business Management SL	Department or Discipline
School Sequoia High School	History/Social Studies English/Language Arts Mathematics
District Sequoia Union High School District	Laboratory Science Language other than English
City Redwood City	Visual & Performing Arts (for 2003) College Preparatory Elective Subject Area: <u>History/Social Studies</u>
Name of School Contact Person Lisa McCahon	Grade Level(s) for which course is intended 11 th and 12 th grades
Title/Position IB Coordinator	Length of Course 1 Year
Contact Information Phone: (650)369-1411 Ext #63103 Fax: (650)368-5180 E-mail: lmccahon@seq.org	Unit Value 0.5 (half year equivalent) <u>1.0 (one year equivalent)</u> 2.0 (two year equivalent) Other: ___ 1.0 (5 per semester)
Date of School Board Approval 2/17/16	Seeking "Honors" distinction? Yes
Was the course previously approved by UC? Yes If so, in what year? <u>2013</u> Under what course title? Business and Management IB SL	
Pre-Requisites None	
Co-Requisites None	
Brief Course Description This is IB's official course description for Business Management. This description is found on the their public website at http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/business-and-management/ "The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The	

course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis."

BACKGROUND INFORMATION

Context for Course:

How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

This is a one year Standard Level IB course offered as an IB elective available to any junior or senior. This course will qualify as elective credits towards graduation. There are no pre-requisites for this course, making it more accessible to all students. This course will draw in students from a variety of different backgrounds and academic pathways. For example, this course will be strongly recommended for our BUILD students (often first generation students interested in attending four year university and business). AVID students will also be targeted for course enrollment. In addition, students completing the full IB Diploma will also be targeted as this course will meet the IB elective requirement for the IB Diploma. This course will draw in a variety of students ranging in race/ethnicity, socio-economic background and academic programs. It is our goal at Sequoia High to have all students participate in one or more IB courses and we hope to achieve this goal by offering more accessible IB courses such as IB Business and Management. Thus, this course will target historically under-represented students in the IB Program.

History of Course Development (optional):

Who was involved in the course development? Did you consult with UC Admissions personnel or UC professors? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has the course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

IB Business and Management is an official IB course. The course is a pre-approved UC a-g course with honors distinction and has been on the UC approved a-g IB course list since the 2013-2014 school year. It is approved as a "g" elective course for UC. Sequoia High School will follow the official IB Business and Management Subject Guide including IB's course outline, syllabus, objectives and assessments. The IB Organization reviews and updates their courses every five years. The IB Business and Management course recently underwent its five year review process and May 2016 will be the first testing year of the new an updated course syllabus.

COURSE CONTENT

Course Goals and/or Major Student Outcomes:

A limited number of broad educational goals to be addressed by this course.

Course Goals:

1. Encourage a holistic view of the world of business
2. Empower students to think critically and strategically about individual and organizational behavior
3. Promote the importance of exploring business issues from different cultural perspectives
4. Enable the student to appreciate the nature and significance of change in a local, regional and global context
5. Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. Develop an understanding of the importance of innovation in a business environment.

* These course goals were taken directly from the IB Business and Management Subject Guide available on the occ.ibo.org website. These goals are also listed on the www.ibo.org public website.

Course Content Standards:

Cite how this course addresses SUHSD content standards and/or California subject area framework (s) as well as school ESLRs.

Sequoia Goals:

ESLRs:

- 1: All students' academic performance will increase, as demonstrated through the following: a) CAASPP Assessment; b) CELDT; c) students enrolled in one or more IB course; d) students meeting UC/CSU a-g requirements; e) students on-track to graduate.

Offering this elective allows more students to access an IB course. It is a compliment to the BUILD business that is offered freshman year. The BUILD freshman class historically serves underrepresented students in the IB program. The IB Business class allows those students access to one or more IB courses.

- 2: All students will improve their literacy skills as demonstrated through the All-School Literacy Performance Task and subject area lessons involving understanding and responding to an entire writing prompt, comparing and analyzing multiple academic texts, defending claims using academic language, and communicating effectively.

IB courses require students to read and process academic text, journal articles and case studies. They must respond to writing prompts using critical thinking skills and data analysis. Academic language is required and students must show a mastery of the academic vocabulary associated with this IB Business Management course. Students must communicate in a written and oral context in the form of small group and whole class discussion.

- 3: All students will improve their mathematical reasoning skills as demonstrated through the All-School Numeracy Performance Task and subject area lessons involving graph interpretation, use of fractions or percentages, decoding word problems, establishing mathematical relationships, and/or finding mathematical solutions in context.

Students must complete an Internal Assessment that requires them to investigate a local business and how it has changed or evolved due to market demands, customer interaction, and advanced in technology. They must develop a statistical reference to the changes in terms of workforce, sales projections and outcomes, and ratios of employee staffing. This requires the use of mathematical reasoning to calculate these data as well as making inferences from the results of their research.

Course Objectives:

A list of specific student learning objectives. If you choose, you may also list appropriate academic content standards alongside each objective.

IB Lists the following as objectives students will reach and be able to do by the end of the course.

Assessment objectives:

1. Demonstrate knowledge and understanding of:
 - The business management tools, techniques and theories specified in the syllabus content
 - The six concepts that underpin the subject
 - Real-world business problems, issues and decisions.
2. Demonstrate application and analysis of:
 - Knowledge and skills to a variety of real-world and fictional business situations
 - Business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts.
3. Demonstrate synthesis and evaluation of:
 - Business strategies and practices, showing evidence of critical thinking
 - Business decisions, formulating recommendations
4. Demonstrate a variety of appropriate skills to:
 - Produce well-structured written material using business terminology
 - Select and use quantitative and qualitative business tools, techniques and methods
 - Select and use business material, from a range of primary and secondary sources.

* These course objectives were taken directly from the IB Business and Management Subject Guide available on the occ.ibo.org at <http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr3%2Fbusiness%2F3%2Fbusmt%2Fgui%2F1402%2F2%2Fe.pdf>

Course Outline:

A traditional course outline listing all topics and sub-topics, indicating both breadth and depth of coverage. As appropriate, please list major assignments (i.e. labs, essays, projects, etc.) alongside topics and sub-topics.

Course Outline:

Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution

Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation

Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Costs and revenues
- 3.3 Break-even analysis
- 3.4 Final accounts
- 3.5 Profitability and liquidity ratio analysis
- 3.7 Cash flow
- 3.8 Investment appraisal

Unit 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting

- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.8 E-commerce

Unit 5: Operations management

- 5.1 The role of operations management
- 5.2 Production methods
- 5.4 Location

* This course outline follows the official IB Business and Management course outline for Standard Level topics only. This outline is available in IB Business and Management Subject Guide posted on the occ.ibo.org website. This outline is also posted on the www.ibo.org public website.

Texts & Supplemental Instructional Materials:

A list of district-adopted core textbooks and/or core literature, followed by other readings, articles, reports, etc., indicating if materials will be used in part or in their entirety.

1. Paul Hoang, Business Management, third edition IBID Press
2. Peter Stimpson and Alex Smith, Business Management for the IB Diploma, Second Edition, Cambridge University Press

Instructional Methods and/or Strategies:

A general description of instructional methods including lecture, discussion, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc.

This is an interactive course that includes lecture, group work, group and individual discussion of case studies and business concepts. All learning modalities are used to ensure that all types of learners have access to the curriculum. This includes but is not limited to; lecture, group work on projects, the use of technology such as Chromebooks for research, video supplements to the lecture and whole class discussion activities.

Assessment Methods and/or Tools:

A description of assessment methods, including exams, quizzes, papers, homework assignments, projects, participation, attendance, etc.

Assessments will be both formative and summative. Students will receive feedback from the instructor and peers throughout the study of the material. Participation will be an assessment as students participate in the small group and whole class activities. Exams will be short answer and essay based. There is in Internal Assessment that requires students to individually research and report on a local business and the business' evolution through a specific change or period of time.

Assessment Criteria:

Indicate what criteria are used to assess student work. For example, has the school or department developed rubrics that define quality work? Until the State has published its academic performance standards, what is being used to define quality?

The course will follow official IB assessments criteria including the Internal Assessments and Paper 1 and Paper 2. The following is from the official IB Business Management Guide:

Internal Assessment: Investigating a Local Business. Focus question.

Achievement	Descriptor
S:\Educational Services\Course Approval Docs\Forms\New Course Pre-Evaluation 00-01-B.doc	

level	
0	There are no documents presented in support of the commentary.
1	The supporting documents are irrelevant.
2	The supporting documents are generally relevant but some lack depth.
3	The supporting documents are relevant and sufficient in depth.
4	The supporting documents are relevant, sufficient in depth and provide a range of ideas and views.

B Choice and application of business tools, techniques and theory

Achievement level	Descriptor
0	There is no use of business tools, techniques or theory.
1	There is a limited selection of business tools, techniques and theory.
2	There is a limited selection of business tools, techniques and theory, and these are superficially applied.
3	There is appropriate selection of business tools, techniques and theory, but these are superficially applied.
4	There is appropriate selection of business tools, techniques and theory, and these are suitably applied.
5	There is appropriate selection of business tools, techniques and theory, and these are competently applied.
6	There is a broad and appropriate selection of business tools, techniques and theory, and these are skillfully applied.

C Use, analysis and synthesis of data

Achievement level	Descriptor
0	There is no use of data from the supporting documents.
1	There is inappropriate selection of data from the supporting documents.
2	There is appropriate selection of data from the supporting documents.
3	There is appropriate selection of data from the supporting documents with superficial analysis.
4	There is appropriate selection of data from the supporting documents with appropriate analysis.
5	There is appropriate selection of data from the supporting documents with appropriate analysis. There is some integration of ideas.
6	There is appropriate selection of data from the supporting documents with appropriate and detailed analysis. There is coherent integration of ideas.

D Conclusions

Achievement level	Descriptor
0	There are no conclusions.
1	Conclusions are inconsistent with the evidence presented.
2	Some of the conclusions are consistent with the evidence presented.
3	The conclusions are consistent with the evidence presented and answer the commentary question.

E Evaluation and critical thinking

Achievement level	Descriptor
0	There is no evidence of evaluation.
1	There is limited evidence of evaluation.
2	There is evidence of evaluation, but not all judgments are substantiated.
3	There is evidence of evaluation, and judgments are substantiated. Critical and reflective thinking occurs in the commentary.

F Presentation

Achievement level	Descriptor
0	The commentary exceeds 1,500 words.
1	The commentary is disorganized and lacks structure. Sources are not appropriately referenced.
2	The commentary is sufficiently organized and structured with some use of appropriate business terminology. Sources are appropriately referenced.
3	The commentary is well organized and structured, with consistent use of appropriate business terminology. Sources are appropriately referenced and an appropriate bibliography is provided.

For External Assessment (paper 1 & 2) criteria please refer to attached PDF taken from the IB Business Management Guide

Sequoia Union High School District
 Educational Services Division
NEW COURSE PROPOSAL

- INSTRUCTIONS**
- Please type or print legibly.
 - Before submitting the course, please answer each question. If a question does not apply to your proposal, briefly explain why.
 - In cases where incomplete proposals are received (or required information is not provided), the form will be returned to the originator.
 - Please return completed forms to Educational Services, and keep a copy.
 - Complete evaluations form after pilot period and submit to Educational Services.

DC's - Jan 6, 2016
 SDMC/SSC - Jan 11, 2016

Review Dates:

Subject Area Council: _____

IVP Council: Feb 2, 2016

Principal Council: Feb 9, 2016

Design Thinking- Entrepreneurship

Title of Course

Matt Sahagún

Originator (Staff member or department)

Woodside High Sschool

School

Dept. Chair's signature

Dione Beal

1/4/16

Date

Principal's signature

[Signature]

1-21-16

Date

IVP's Endorsement

1/4/2016

Date

Asst. Superintendent's Signature **Date**

GENERAL INFORMATION

Course Title: Design Thinking- Entrepreneurship

Course Catalog Title (maximum 12 characters): Design Entrep

Department(s): Science

Grade level(s): _X_ 11 X_ 12 **Pre-Requisites:** None

Estimated Cost excluding Textbooks: \$ 5,000

Length of course: Year Can students enroll in the course mid-year? Yes No

CREDITS AND REQUIREMENTS:

Units per Grading Period: 5 **Maximum credit** 10

What Required Graduation Credit does this course satisfy? elective

Is this a Vocational Education offering? Could be

What State ID Course Number does this Course match? _____

Is this course being submitted to meet a UC "a-g" requirement? Yes

If so, which one's? Design Thinking

Please send proof of submission to Ed Services before this course approval goes to the Board of Trustees.

Is this course requesting/receiving an Honors Bonus point? No

Proposed starting date: fall 2016

Office Use Only Board Approval Date: _____ Honors Pt. Granted? Y N
--

Course Title Design Thinking- Entrepreneurship	Department or Discipline
School WHS	<input type="checkbox"/> College Preparatory Elective: Subject Area: Interdisciplinary
District SUHSD	
City Woodside	
Name of School Contact Person Matthew Sahagún	Grade Level(s) for which course is intended 11 and 12
Title/Position Teacher	Length of Course <input type="checkbox"/> Year
Contact Information Phone: 650-367-9750 Fax: E-mail: msahagun@seq.org	Unit Value <input type="checkbox"/> 1.0 (one year equivalent)
Date of School Board Approval	Seeking "Honors" distinction? <input type="checkbox"/> No
Was the course previously approved by UC? <input type="checkbox"/> Yes If so, in what year? 2012 Under what course title? Design Thinking	
Pre-Requisites None	
Co-Requisites None	
Brief Course Description This course is designed for any dedicated student (11-12) to develop entrepreneurial and engineering skills. It is designed to introduce students to startup projects as well as provide students with the opportunity to develop and launch their own, personal project. We are fortunate to live in an area filled with both tech entrepreneurs and investors, and have access to a large variety of engineering resources here on campus. Over the course of the academic year we will study how design thinking can be a key skill for success in the 21 st century; learn the theoretical underpinnings of the design thinking process; practice the design thinking process; familiarize ourselves with many universal principles of design; discuss and identify "good" and "bad" design; and explore and develop our capacities for innovative & creative thinking and problem solving.	

BACKGROUND INFORMATION

Context for Course:

How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

We hope to provide our students with skills to enter and become successful in STEM fields. With exposure to real-world problems, accountability from actual business people, and access to a variety of design equipment, students can consider careers in today's marketplace. According to the EDD labor market information, Engineering and Business Operations fields will grow by 15% and 18% respectively between 2012 and 2022 indicating that there will be high demand for workers with these skills. Instead of learning these skills abstractly through a traditional course, students will be immersed in a concrete setting to improve their abilities. In addition, we hope that by having students work with local businesses, we will create strong community bonds.

History of Course Development (optional):

Who was involved in the course development? Did you consult with UC Admissions personnel or UC professors? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has the course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

This course is based off a similar Stanford course regarding the "lean startup model" taught by entrepreneur Steve Blank. He has helped numerous schools across the country to create courses which focus on design thinking and learning skills through real settings. In the summer of 2015, Matthew Sahagún attended a week-long workshop hosted by one of the schools that is teaching a similar course, Hawken School, in an effort to learn about how to implement such a program at Woodside.

COURSE CONTENT

Course Goals and/or Major Student Outcomes:

A limited number of broad educational goals to be addressed by this course.

- **Essential, timeless skills are the primary goal.** Knowledge is necessary for the development of skills, but the goal is skills acquisition, not content acquisition.
- **Everyone learns more by doing than by listening.**
- **All Kids Can Learn.** So learning must be individually paced toward mastery.
- If you **engage a student's interest and imagination**, the learning will come.
- **Creativity can be taught.**
- You can teach human relational skills (**Character**).
- Everything must be taught through **the lens of "WHY."** Kids care about learning...if, and only if, they understand why it matters.

Course Content Standards:

Cite how this course addresses Common Core State Standards, SUHSD content standards and/or California subject area framework (s) as well as school ESLRs.

This real-world applications of this course directly align with Woodside's ESLRs. Students will never be provided with "an answer." Instead, we will foster students CURIOSITY AND CREATIVITY and SPIRIT OF ADVENTURE by giving them the chance to find their own path to solve a certain problem. Since restrictions will be limited, students will see this freedom as FUN AND EXCITING. Projects will consist of presenting their findings to local business people who will offer their own feedback, allowing students to FEEL ACCOMPLISHED for their hard work.

The following Common Core Standards will be addressed throughout this course.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research

Course Objectives:

A list of specific student learning objectives. If you choose, you may also list appropriate academic content standards alongside each objective.

California CTE Pathway: Product Innovation and Design Pathway

D1.0 Understand the basic product design and development process as it relates to the design of a product, line of products, system design, or services.

- D1.1 Identify the variations in the product design and development process as it relates to the designing of a product, product line, system design, or service.
- D1.2 Apply and identify the various phases of the product design development process to an existing product, product line, system design, or service.
- D2.0 Understand and apply research methodologies as a means to identify a need, problem, or opportunity for a new product, product line, system design, or service.
- D2.1 Employ research methodologies, using primary research and electronic reference materials, to gather information relevant to the topic or area of opportunity.
- D2.2 Organize information to identify and define an area of opportunity, need, or problem that can be resolved through design.
- D2.3 Identify potential design areas (e.g., product, product line, system design, or service) that would address the need, problem, or opportunity.
- D2.4 Research and identify the user demographic for the product, product line, system design, or service (local, national, global market).

D3.0 Understand and apply various ideation techniques to develop ideas and concepts.

- D3.1 Apply ideation techniques to explore and produce multiple concepts.
- D3.2 Edit concepts and identify key idea(s) that solve the problem, fulfill a need, or address an opportunity.
- D3.3 Assess the environmental impact of the design solution and other sustainability issues and product life cycle considerations.
- D3.4 Synthesize information and experiment with nontraditional possibilities for innovative design solutions

D4.0 Apply various two-dimensional (2-D) graphic and/or three-dimensional (3-D) modeling techniques to development concept.

- D4.1 Create a preliminary design of a product concept utilizing drawing, computer software (graphic or CAD), and/or conceptual model fabrication techniques.*
- D4.2 Identify materials, mechanisms, technologies, and other requirements (e.g., safety, manufacturing, sustainability) the concept may require.*
- D4.3 Analyze and assess the strengths and weaknesses in the design, function, ergonomics, features, and benefits and identify possible resolutions for improvement.*

D5.0 Develop the concept into a well-defined product for prototyping.

- D5.1 Produce technical drawings and other specifications required for the prototyping or manufacturing of the product.*
- D5.2 Recognize the safety issues related to the reliability, functionality, and use of the product.*
- D5.3 Communicate and collaborate with fabricators, manufacturers, engineers, technologists, or other industry experts to review requirements and specifications and to validate the design.*

D6.0 Produce a prototype of a product.

- D6.1 Build a looks-like, works-like prototype of the model using the appropriate fabrication, manufacturing, or reproduction techniques or technologies.*
- D6.2 Assess the outcome of the prototype product and analyze any issues that need redesigning or refining related to function, construction, or other factors.*
- D6.3 Resolve and/or redesign issues with a prototype.*

D7.0 Evaluate the prototype to determine if it meets the requirements and objectives.

- D7.1 Create a performance criteria and a quality standard to measure and evaluate a prototype.*
- D7.2 Test the functionality and other features of the prototype against the performance criteria and quality standard*

and evaluate the results.

D7.3 Identify any redesigning or additional corrections required to improve the overall quality, look, and performance of the prototype model.

D8.0 Understand and apply basic business and entrepreneurial principles and identify potential markets and/or other business opportunities for distribution of the product.

D8.1 Apply research methodologies to identify potential investors or business opportunities to market the product.

D8.2 Create a marketing plan for the product that includes target consumer, price, product name, brand, and product positioning in the retail market.

D10.0 Produce a presentation of the product, product line, system design, or service.

D10.1 Create a presentation of the design solution (e.g., product, product line, system design, or service) that effectively communicates its features and benefits.

D10.2 Integrate into the presentation a marketing plan that may include an advertisement, promotion, and packaging/retail strategy using one or more visual communication tools (e.g., graphics, multimedia).

Course Outline:

A traditional course outline listing all topics and sub-topics, indicating both breadth and depth of coverage. As appropriate, please list major assignments (i.e. labs, essays, projects, etc.) alongside topics and sub-topics.

Introduction

- Presentation of Syllabus
- Classroom Procedures and Norms
- Contracts for procedures

Semester One

- Business Project 1
 - local business presents problem
 - students form groups and independently research solutions to the issue
 - students take data from a variety of stakeholders
 - students interview experts and find sources
 - students prepare their presentation
 - students present their solutions to the local business
 - students reflect on what they learned and what they can improve upon
- Business Project 2
 - local business presents problem
 - students form groups and independently research solutions to the issue
 - students take data from a variety of stakeholders
 - students interview experts and find sources
 - students prepare their presentation
 - students present their solutions to the local business
 - students reflect on what they learned and what they can improve upon
- Business Project 2
 - local business presents problem
 - students form groups and independently research solutions to the issue
 - students take data from a variety of stakeholders
 - students interview experts and find sources
 - students prepare their presentation
 - students present their solutions to the local business
 - students reflect on what they learned and what they can improve upon

Semester Two

- Students come up with their own problems
- Students pitch ideas and form teams
- Teams begin organizing workspace – real and virtual

- Each team is assigned a mentor
- Students begin the construction of their solution
- Students present biweekly, updating their product
- Students present their project with a *Shark Tank* style presentation
- Students reflect on what they learned

Texts & Supplemental Instructional Materials:

A list of district-adopted core textbooks and/or core literature, followed by other readings, articles, reports, etc., indicating if materials will be used in part or in their entirety.

Students will need a variety of texts based on their specific problem. Sample texts from schools implementing similar programs can be found here: <http://www.amazon.com/gp/registry/wishlist/2X1YYIPYQR9RX/>

Instructional Methods and/or Strategies:

A general description of instructional methods including lecture, discussion, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc.

"De-schooling" students is the critical first step for building a successful program. We have to break the habits taught in the traditional education system that reinforce rote-memorization, standardization and passive knowledge acquisition that are directed linearly from teacher to student. In order to prepare our students with the mindset and skillset for 21st Century leadership we suggest the following guidelines that help foster class culture and facilitate student-led learning:

- **Flip the classroom** - This means that the classroom is not used for lectures or guest speakers but rather for students to problem-solve and work on teams, conduct research, implement solutions, fail, ask questions, discover new strategies and ultimately learn by doing. In order for students to gain content-specific information that is necessary for their projects, they read and watch videos as homework. The access to an infinite amount of informative resources available online allows students to seek out information relevant to the problems they face in class.
- **Make class the time for generative and collaborative work** - Students typically enter the course as fairly passive learners, expecting to be given everything by the teachers. We give them their first real business problem only a couple of days into the course, which gives them the urgency and pressure to learn. This is the single major factor in changing students into active, self-directed students (a process we've affectionately dubbed "de-schooling"). Faced with a looming deadline to present a solution to a CEO, and having little of the tools necessary to problem-solve, students are typically very eager to read and do whatever we assign, while at the same time very frustrated that we aren't spending class time lecturing and giving them the recipes they think they need to solve the problem at hand. For some students it can take the entire first business problem before they fully accept that there are no answers in the back of the book and that if they don't do the thinking and work, the problem won't get solved.
- **Avoid lecturing** - When we do present in this class, the presentations tend to be very short and directed at something very specific that all teams/students need at that moment. But presentations are extremely rare. We do a handful of workshops to help students learn specific skills. These are very deliberately timed for the moment when teams need them, and depending on the course and the problem students are solving, we create different ones for different classes. Examples are short workshops teaching students how to interview well, how to do market research, how to build and use prototypes, etc. Workshops are all designed to be completely hands-on with students/teams using their current problem during the workshop. This way even during a workshop, teams are making progress on their current challenge.
- **Give students full responsibility for their learning** - The reality is that in the first few weeks, students have much to learn in order to have some basic tools for problem-solving (Lean Launchpad, Customer Development, the BMC, Design Thinking basic techniques, etc.). So in order to ease the students into a flipped classroom, where the essential ingredient will be that they take ownership for seeking and ingesting large amounts of information on their own, we initially begin the course with some structure and assign a fairly significant amount of homework. We also have nightly assignments like reflective blogging and activities each morning. Having students actively reflecting on their own learning and experience, on their own and with the class, is critical to accelerating their 'de-schooling'. As students become fully engaged in their work and team, they change from passive to very self-directed, active learners. They begin to manage their work and time both inside and outside of class themselves. They realize that the work assigned to them by us is relevant to what they're doing and is critical to their success, and they begin to assign themselves more work outside of class on their own.
- **Establish high expectations** - Our program has extremely high expectations for the students in their work, their conduct and their responsibilities. We communicate and show this in myriad ways, hitting it particularly hard in the early weeks of the course through every aspect of the course: in our News Circle, in our feedback to students and teams about every piece of work, writing or effort, and in how we conduct ourselves. We anchor all of it to the fact that students are being entrusted by real companies to give them solutions that must be evidence-based and high quality. This is not about their grade. This is real world. If their work is shallow or poorly done, if there isn't depth behind their work, they will not be producing anything useful to anyone. And they will be presenting something weak to a CEO with a real business and a real problem. Students often say the workload is more than they've ever had before due to the research and execution on real-world problems, nightly reading, video watching and blog writing. However, they're fully engaged and rise to meet work expectations because for the first time, they feel they have a choice of what and how much they research, watch, read and write based on its relevancy to

their project.

- **Treat students as adults** - If you treat students with trust and respect, they will almost always rise to your expectations of them. Furthermore, by giving them the power and responsibility of directing their own performance and thereby putting them in charge of their own learning, students themselves take on the accountability that come along with that adult-level agency. We call them on work that doesn't meet our standards and we are giving them active, ongoing direct feedback about their strengths and weaknesses. The more they are treated as adults, the sooner their mindset and actions change to allow their own success.
- **Shift from teacher to instructor mindset** - Your role in this type of learning environment requires you to gain respect from students by helping them navigate the learning process. The instructor answers questions with questions, always. This is a constant - to continue pushing the learning and quest for knowledge back into student hands. The instructor also must be comfortable not knowing everything and being wrong at times. By being nimble and outrageously resourceful, one can dig deep in unknown arenas to quickly find and create materials in anticipation of student needs. The timing of when and what the instructor provides is something that must be thoughtfully decided, as there is a constant balancing act between giving too little or giving too much. This mindset is about shifting to meet and support students where they are in the learning process.
- **Engage at every step of the process** - The course is unpredictable and you have to be deeply engaged all the time to guide it well. Even a single day without strong preparation or without keeping active tabs on team progress can result in a loss of momentum. There are some who view experiential learning as something done without structure or active teaching. We completely reject this. Teaching a course like this effectively requires instructors to do very different planning and work and teaching than in a traditional course, but it is more work if anything, not less. Teaching a class like this well requires instructors to do a lot of daily work and to be deeply and continually involved in the class. But done well, most of the instructor's work is not as visible to the students as it would be in a traditional classroom. This is actually a very good and important thing. In fact, from the student perspective, it should feel like they are the ones doing all the work so that they feel complete ownership of their progress and success, even though in fact we must do an awful lot to facilitate the process from the background.
- **Encourage technology usage** - Rather than "locking down" devices, we encourage and model responsible use. The most pressure to be responsible with technology comes from the students themselves. As we say in many facets of the entrepreneurship class, it is "impossible to hide" here. A member of a team texting his friend during team time is not engaged and the rest of the team knows it. Early in the course, we are the ones to 'call out' students for this. But once the students and class is fully engaged in their work (once they're "de-schooled"), the students will call each other out and the peer pressure to not text is far greater than any rules or regulations we could enforce. In this course, students work with all sorts of people from outside of school. Beginning on the day of our first business visit, we school students on all aspects of 'professionalism,' including allowing technology (phones, open laptops) as 'social barriers.' Taking seriously their role they are playing as consultants to a real business, they care deeply about their level of professionalism with others. As we've observed in other aspects of the program, students rise to meet the level of responsibility they are given. So we don't need a 'phone policy.' Once 'deschooling' is complete, phones in the classroom soon become a non-issue.
- **Process over product:** Instructors often worry about the final result being below standards and it is almost impossible not to worry when you've handed the reigns over to the students. However, even in the most concerning moments, know that it doesn't matter if their solutions are subpar, which in some cases will be true. Continue to focus on the enormously valuable life lessons and skills the students are learning along the way, regardless of the end product. The process is where the learning happens, so make sure to give it the space and ultimate priority. Resist the temptation to dive in and fix things, to tell students exactly what to do or - perish the thought - to 'give them the answer.' This sounds like easy advice to follow, but it is actually very difficult for humans, let alone for adult teachers. Always, always, always keep in mind that it's all about the process, not the product.

Assessment Methods and/or Tools:

A description of assessment methods, including exams, quizzes, papers, homework assignments, projects, participation, attendance, etc.

We plan on implementing a Standards Based Grading (SBG) policy in order to foster a mastery learning approach in our classroom. Students will be assessed not on points, but rather their ability to master each content standard as demonstrated on their project work. These standards can include:

- Individual contribution to the team
- Presentation skills
- Research skills
- Professionalism skills (completing work on time).

See the Common Core standards listed above for more specific details.

Assessment Criteria:

Indicate what criteria are used to assess student work. For example, has the school or department developed rubrics that define quality work? Until the State has published its academic performance standards, what is being used to define quality?

We have developed rubrics with which we will assess our students. They will always know what is expected of them.

BOARD OF TRUSTEES, SEQUOIA UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 1569

**A RESOLUTION DIRECTING PREPARATION OF ANNUAL REPORT
OF THE SEQUOIA UNION HIGH SCHOOL DISTRICT
MAINTENANCE ASSESSMENT DISTRICT**

for

FISCAL YEAR 2016-17

RESOLVED, by the Board of Trustees (the "Board") of the Sequoia Union High School District (the "District"), County of San Mateo, State of California, that

1. On July 17, 1991, by its Resolution No. 816, this Board ordered the formation of and levied the first assessment within the Sequoia Union High School District Maintenance Assessment District 1991 (the "Maintenance District") pursuant to the provisions of the Landscaping and Lighting Act of 1972 (commencing at Section 22500 of the California Streets and Highways Code) (hereinafter "the Act").
2. Sections 22620 et seq., of the Act provide for the levy of annual assessments after formation of the Maintenance Assessment District.
3. Within the Maintenance Assessment District, the existing and proposed improvements and any substantial changes proposed to be made to the existing improvements are generally as described on Exhibit A attached and by this reference made a part of this Resolution.
4. SCI Consulting Group having been designated as Engineer of Work for purposes of the Maintenance Assessment District, is hereby ordered to prepare and file an annual report in accordance with Section 22565 et. seq., of the Act.

PASSED AND ADOPTED this 9th day of March, 2016, by the following vote:

AYES :

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Secretary to the Board of Trustees

EXHIBIT A – IMPROVEMENTS

The improvements to be undertaken by the District are described as installation, maintenance and servicing of public recreational facilities and improvements, including but not limited to, turf and play areas, landscaping, irrigation systems, lighting, fencing, basketball courts, tennis courts, running tracks, security guards, graffiti removal and repainting, swimming pools, recreational facilities, and labor, materials, supplies, utilities and equipment, as applicable, at each of the locations owned, operated or maintained by the Sequoia Union High School District.

As applied herein, "Installation" means the construction of recreational improvements, including, but not limited to, land preparation, such as grading, leveling, cutting and filling, sod, landscaping, irrigation systems, sidewalks and drainage, lights, playground equipment, play courts and public restrooms.

"Maintenance" means the furnishing of services and materials for the ordinary and usual maintenance, operation and servicing of any improvement, including repair, removal or replacement of all or any part of any improvement; providing for the life, growth, health, and beauty of landscaping, including, cultivation, irrigation, trimming, spraying, fertilization, or treating for disease or injury; the removal of trimmings, rubbish, debris, and other solid waste, and the cleaning, sandblasting, and painting of walls and other improvements to remove or cover graffiti.

"Servicing" means the furnishing of electric current, or energy, gas or other source for illumination for any public lighting facilities or for the lighting or operation of any fountains, or the maintenance of any other improvements.

Incidental expenses include all of the following: (a) The costs of preparation of the report, including plans, specifications, estimates, diagram, and assessment; (b) the costs of printing, advertising, and the giving of published, posted, and mailed notices; (c) compensation payable to the County for collection of assessments; (d) compensation of any engineer or attorney employed to render services in proceedings pursuant to this part; (e) any other expenses incidental to the construction, installation, or maintenance and servicing of the Improvements; (f) any expenses incidental to the issuance of bonds or notes if any pursuant to Streets & Highways Code Section 22662.5; and (g) costs associated with any balloting process held for the approval of a new or increased assessment. (Streets & Highways Code §22526).

The assessment proceeds will be exclusively used for Improvements within the Assessment District plus Incidental expenses.

For further detail, including specific expenditure and improvement plans by school site, refer to the plans and specifications for these improvements on file with the Assistant Superintendent, Administrative Services of the Sequoia Union High School District.

**SEQUOIA UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR FINANCIAL AND OTHER SERVICES
FOR THE 2016-17 MAINTENANCE ASSESSMENT DISTRICT**

This agreement entered this _____ of _____, 2016, by and between the SEQUOIA UNION HIGH SCHOOL DISTRICT, County of San Mateo, State of California (hereinafter *District*) and SCI CONSULTING GROUP, (hereinafter *Consultant*).

WITNESSETH

WHEREAS, under Government Code Section 53060, the District's governing board has the power to engage independent contractors to perform financial services for the District: and

WHEREAS, it is necessary and desirable that Consultant be engaged by District for the purposes of performing the services hereinafter described:

NOW THEREFORE, IT IS AGREED by the parties as follows:

1. Services to be performed by Consultant. Consultant shall perform the work and render the services described in the attached Exhibit A and incorporated herein (the "Work"). Consultant shall provide all labor, equipment, material and supplies required or necessary to properly, competently and completely perform the Work, and determine the method, details and means of doing the Work. The scope of services will also include any additional tasks required to satisfy the requirements of Proposition 218.

All work performed under this agreement shall be in accordance with generally accepted standards of professional practice, the terms, conditions and specifications set forth herein, and the applicable requirements and time deadlines of Article XIID of the California Constitution and the Landscaping & Lighting Act of 1972 (commencing at Section 22500 of the California Streets and Highways Code).

2. Payments. In consideration for the services rendered in accordance with the terms, conditions and specifications set forth herein, District shall pay SCI Consulting Group the lump sum price of \$17,500 for services rendered throughout fiscal year 2015-16. Incidental costs for the acquisition of assessor and property data, publishing notices and other out-of-pocket expenses incurred by the Consultant in performance of the Services described above shall be billed as incurred, with total costs not to exceed \$1,000 per fiscal year, without prior authorization from District.

Invoices will be rendered monthly for the work done in the preceding month and will be due and payable upon receipt, provided however that the total obligation of District shall not exceed the lump sum price plus any costs for out-of-pocket expenses as stated in the paragraphs above. All accounts not paid within thirty (30) days after the date of invoice shall bear a finance charge of 1 percent per month or the legal rate of interest, whichever is less, on the unpaid balance until paid in full. In the event any action is brought on this agreement or concerning any

amounts due hereunder, the prevailing party shall be reimbursed for all litigation and collection expenses, including but not limited to reasonable attorney's fees.

3. Relationship of the parties. It is understood that this is an agreement by and between independent contractors and is not intended to, and shall not be construed to, create the relationship of agent, servant, employee, partnership, joint venture or association, or any other relationship whatsoever other than that of independent consultant.

4. Non-Assignability. Consultant shall not assign this agreement or any portion thereof to a third party without the prior written consent of District, and any attempted assignment without prior written consent in violation of this section automatically shall terminate this agreement.

5. Contract Term. This agreement shall be effective upon its execution and shall terminate on April 30, 2017. Either party may cancel this agreement by providing written notice to the other party at least thirty (30) days prior to the effective date of the cancellation.

6. Hold Harmless. Consultant shall indemnify and save harmless District, its officers, agents, employees and servants from all claims, suits or actions of every name, kind and description brought for, or on account of (A) injuries to or death of any person, including Consultant to the extent resulting from any negligent act or omission of the Consultant, or (B) damage to any property of any kind whatsoever and to whomsoever belonging to the extent resulting from any negligent act or omission of Consultant, or (C) by reason of any failure to withhold and/or pay to the government income and/or employment taxes from earnings under this contract as made necessary by Section 530 of the Revenue Act of 1978.

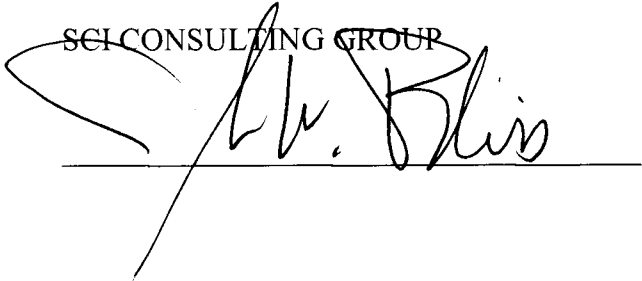
- a. Consultant shall indemnify, defend, protect, and hold harmless District, and its officers and employees from and against any and all liability, losses, claims, damages, expenses, demands, and costs (including, but not limited to, attorney, expert witness and consultant fees, and litigation costs) arising out of Consultant's performance of the Work and caused by willful misconduct of or by Consultant or its employees, agents or subcontractors.
- b. In any action, claim or proceeding involving a dispute between Consultant and the District arising out of this proposal or the performance of work pursuant to this proposal, whether for tort or for breach of contract, and whether or not brought to trial of final judgment, the prevailing party will be entitled to receive from the other party a reasonable attorney fee to be determined by the court or arbitrator(s).

The duty of the consultant to indemnify and save harmless as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

7. Records. All tracings, survey notes and other original documents shall be the property of Consultant, except where by law or precedent these documents shall become public property.

IN WITNESS WHEREOF the parties hereto have affixed their hands on the date and year first written above.

SCI CONSULTING GROUP



Date: 12-28-15

SEQUOIA UNION HIGH SCHOOL DISTRICT

Date: _____

EXHIBIT A – SCOPE OF WORK

Definitions:

- A. **District:** Sequoia Union High School District, its staff and board.
- B. **Assessment District:** The Sequoia Union High School District Maintenance Assessment District.
- C. **Consultant:** SCI Consulting Group, and any and all employees.

Scope of Work:

- a. Meet with District staff and other individuals as needed to prepare budgets including cost estimates for improvements and expenses to be paid by the Assessment District.
- b. Describe the improvements to be financed.
- c. Obtain current assessor data from the County Assessor for all parcels within the Assessment District boundaries.
- d. From Assessor's records, determine the number of parcels in each land use category, excluding nontaxable parcels.
- e. Obtain copies of Assessor Parcel Maps as required.
- f. Research property data and assessment changes for all parcels within the Assessment District.
- g. Update Assessment Diagram for the Assessment District.
- h. Using the project cost estimates and the assessment rules, allocate the estimated cost of improvements and expenses to all parcels within the boundaries of the Assessment District based on benefit received.
- i. Prepare the Assessment Roll listing parcel number, assessment number, owner name and assessment amount for each Assessor Parcel within the Assessment District and finalize the Engineer's Report.
- j. Update and maintain a database for each parcel within District boundaries. The data for each parcel will include the assessment, parcel number, mailing address, site address, parcel type and other relevant information.
- k. Present Engineer's Report to District Board, summarize the assessment methodology, answer all questions raised and assist in finalizing the project for Board approval.
- l. Research and, if necessary, revise any assessments which property owners consider to be based upon incorrect information being used to apply the method of assessment.
- m. Determine the County assessment roll submission requirements and perform tasks needed to submit the assessment levies.
- n. File approved assessment roll, in the required computer format, with the County Auditor for inclusion on the tax bills.
- o. Verify and validate Auditor's levy data prior to the printing of tax bills.
- p. Provide the County Auditor and Tax Collector with general information regarding the Assessment District, method of levy and our contact phone number for property owner inquiries.
- q. Directly and promptly respond to any property owner inquiries on our toll free phone line: (800) 273-5167.

3. Additional Services Included:

- a. Computer services to convert and compile Assessor data into database format and computer services to format levy data for the County Auditor.
- b. Duplication of up to 10 copies of the Engineer's Report and Assessment Diagram.
- c. Computer services to convert assessment data into format required by the County Auditor.

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAINTENANCE ASSESSMENT DISTRICT**

FISCAL YEAR 2016-17

PROPOSED TIMELINE

<u>Date</u>	<u>Task to be Completed</u>
March 9	Passage of resolution directing the preparation of the Engineer's Report
March 25	SCI gives District preliminary maintenance assessment district total for budget preparation
April 1	Preliminary budget information to SCI from District
April 8	Complete and file Engineer's Report with District
May 11	Passage of resolution of intention to levy annual assessment, preliminarily accepting Engineer's Report and scheduling the Public Hearing.
June 1	Publish notice of public hearing (<i>must occur at least 10 days before Public Hearing</i>)
June 15	Public Hearing and approval of resolution approving Engineer's Report and levying annual assessments
July	Submission of assessments to County
October	Confirmation of final levies with County

The Board meets two Wednesdays per month at 5:30.



Equipment Surplus Disposition Request

Site:	Sequoia	Department:	Admin	Date:	2/17/2016
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Qty	Description	Serial #	SUHSD ID#	Suggested Disposition	Additional Note(s)
1	Workio 3510 Copier	FBG2QC00456-202825		Recycle/Dispose	NA

Additional equipment? If checked, attach files (using paperclip to the right)

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

Dept. Head (if applicable)	Purchasing Department & W/H Use Only		
	DocuSigned by:	Date:	Board Date:
Principal	 6003BFE4941741E	2/17/2016	03-09-2016
Technician (if applicable)	 7706C38B35E14BC	2/17/2016	W/H Action:
Dir of Tech (if applicable)	 1C52B90A802F484	2/17/2016	Date:
Dir. of Purchasing	 7EEFAE60FE40480	2/18/2016	By:

**SEQUOIA UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

This INDEPENDENT CONTRACTOR SERVICES AGREEMENT ("Agreement") is made and entered into effective September 1, 20 15 (the "Effective Date"), by and between the Sequoia Union High School District ("District") and Starvista ("Contractor").

1. Contractor Services. In consideration of the payments set forth herein and in Exhibit B, Contractor shall perform services for the District in accordance with the terms, conditions, and specifications set forth herein and in Exhibit A.
2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contractor Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement.
3. Term. This Agreement shall begin on 1 September, 2015, and shall terminate upon completion of the Services, but no later than June 30, 2016 ("Term"), unless the Agreement is terminated sooner as set forth in Paragraph 4 below. There shall be no extension of the Term of this Agreement unless the extension is pursuant to a duly executed written amendment to this Agreement.
4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. The District's Superintendent or the Superintendent's designee shall have the authority to terminate this Agreement on behalf of the District. Notwithstanding the foregoing, District may terminate this Agreement effective immediately and at any time by giving written notice to Contractor if Contractor materially breaches any of the terms of this Agreement, Contractor or the Contractor Parties commits any act or omission that exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.
5. Availability of funds. The District may terminate this Agreement or a portion of the services referenced in the Attachments and Exhibits based upon unavailability of federal, state, or district funds, by providing written notice to Contractor as soon as is reasonably possible after the District learns of said unavailability of outside funding.
6. Payment. In consideration of the Services described in this Agreement, District agrees to pay Contractor at the rate of \$ 28.29 per hour, as described in Exhibit B to this Agreement. The rate shall not be increased by Contractor over the course of this Agreement unless set forth in a duly executed written amendment to this Agreement. Total payment by District to Contractor shall not exceed \$ 79,150. District agrees to pay Contractor within sixty (60) days of receipt of an invoice from Contractor in a form reasonably acceptable to the District, including any additional supporting documentation reasonably requested by District. Any work performed by Contractor in excess of said amount shall not be compensated.
7. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, and members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Contractor, the Contractor Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform Contractor's obligations under this

Agreement, including, but not limited to Contractor's or the Contractor Parties' use of the site, Contractor's or the Contractor Parties' performance of the Services, Contractor's or the Contractor Parties' breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

The duty of Contractor to indemnify and save harmless as set forth by this Section shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

8. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contractor Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 6 above, Contractor shall secure and maintain throughout the term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than \$1,000,000.00 each occurrence and \$2,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$1,000,000.00 each occurrence and \$2,000,000.00 in the aggregate, if applicable; and (iii) worker's compensation insurance as required by Labor Code section 3200, *et seq.*, if applicable; and neither Contractor nor any of the Contractor Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insureds. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties. A copy of the declarations page of Contractor's insurance policies shall be attached to this Agreement as proof of insurance.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contractor Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contractor Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contractor Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the

California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. Contractor and/or the Contractor Parties shall **have no contact** with District students at any time during the Term of this Agreement or the Contractor and/or Contractor Parties will have contact with District students only when under the observation of a District employee.

B. The following Contractor/Contractor Parties will have **contact** with District students during the term of this Agreement while not under the observation of a District employee:

Matt Cusick, Victoria Gogo, Maelise Blossse, Emilio Carreon, Valerie Barrack, Mariela Ramirez

_____. [Attach and sign additional pages, as needed.]

C. (Required only if Box 12.B is checked.) All of the Contractor Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contractor Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify the District's Assistant Superintendent of Human Resources and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible. The Parties further understand and agree that the District's Superintendent or the Superintendent's designee may, at any time, provide written notice withdrawing consent to any of Contractor's employees performing services under this Agreement when, in the reasonable discretion of the Superintendent, it is inappropriate for Contractor's employee to continue providing services under this Agreement owing to criminal convictions or other misconduct or other factors deemed relevant by the Superintendent.

13. Tuberculosis Certification. Contractor and the Contractor Parties shall at all times comply with the tuberculosis ("TB") certification requirements as set forth below. Specifically, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. Contractor and/or Contractor Parties will not be present on a District school site and will not have contact with District students during the term of this Agreement.

B. Contractor and/or Contractor Parties shall **be present on a District school site and have contact with District students no more than two times in any month** during the Term of this Agreement.

C. The following Contractor and/or Contractor Parties shall or may be on a District school site and have contact with District students three or more times per month during the term of this Agreement and, at no cost to District, they have received a TB test that complies with the requirements of California Education Code section 49406:

Matt Cusick, Victoria Gogo, Maelise Blossse, Emilio Carreon, Valerie Barrack, Mariela Ramirez

_____. [Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the Contractor Parties was examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact

with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

14. Labor Code. Contractor shall comply with all applicable provisions of the Labor Code, Section §1720-1861, AB 1506 and the District's Labor Compliance Program, State of California (prevailing wages). Approved wage scales are on the internet at www.dir.ca.gov
15. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than providing Services under this Agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the Services provided to any District student pursuant to this Agreement.
16. Assignment/Successors and Assigns. Contractor shall not assign or transfer by operation of law or otherwise any of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District, which consent shall be provided at the District's sole discretion. Subject to the foregoing, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California, excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of San Mateo, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.
20. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
21. Compliance with laws; Payment of Permits/Licenses. All services to be performed by Contractor pursuant to this Agreement shall be performed in accordance with all applicable federal, state, district, and municipal laws, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Family Educational Rights and Privacy Act of 1974 (FERPA), and all federal regulations promulgated thereunder, as amended, and the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, and the Individuals With Disabilities Education Act, as amended. Such services shall also be performed in accordance with all applicable ordinances, regulations, policies and procedures of the District and its governing board.

In the event of a conflict between the terms of this Agreement and federal, state, district, or municipal law or regulations, the requirements of the applicable law will take precedence over the requirements set forth in this Agreement.

Contractor will timely and accurately complete, sign, and submit all necessary documentation of compliance.

Contractor shall comply with all state fingerprint laws, including Education Code 45125.1.

22. Retention of Records, Right to Monitor and Audit.
- (a) CONTRACTOR shall maintain all required records for three (3) years after the DISTRICT makes final payment and all other pending matters are closed, and shall be subject to the examination and/or audit of the District, a Federal grantor agency, and the State of California.
 - (b) Reporting and Record Keeping: CONTRACTOR shall comply with all program and fiscal reporting requirements set forth by appropriate Federal, State and local agencies, and as required by the DISTRICT.
 - (c) CONTRACTOR agrees to provide to DISTRICT, to any federal or state department having monitoring or review authority, to DISTRICT's authorized representatives, and/or their appropriate audit agencies upon reasonable notice, access to and the right to examine all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules and regulations, and this Agreement, and to evaluate the quality, appropriateness and timeliness of services performed.
23. Non-Discrimination. Contractor shall ensure equal employment opportunity based on objective standards of recruitment, classification, selection, promotion, compensation, performance evaluation, and management relations for all employees under this Agreement. Contractor's equal employment policies shall be made available to District upon request. There shall be no discrimination against any person under this Agreement because of race, color, national origin, age, ancestry, age, disability (physical or mental), religion, sex, sexual orientation, gender identity, marital or domestic partner status, political beliefs or affiliation, familial or parental status (including pregnancy), medical condition (cancer-related), military service, or genetic information of such persons. Further, Contractor shall comply with Section 504 of the Rehabilitation Act of 1973, as amended, which provides that no otherwise qualified handicapped individual shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in the performance of this Agreement. This Section applies only to contractors who are providing services to members of the public under this Agreement.
24. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, each party shall bear its own legal expenses related to such action.
25. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incidental damages, including but not limited to lost profits in connection with this Agreement.
26. Time. Time is of the essence to this Agreement.
27. Waiver. No delay or omission by District in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude the District from any or further exercise of any right or remedy.
28. Entire Agreement. This Agreement, including Exhibits and Attachments attached hereto and incorporated herein by reference, is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
29. Ambiguity. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.
30. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or

appropriate to give full force and effect to the terms and intent of this Agreement.

- 31. Execution in Counterparts/Authority and Electronic Signatures. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. The parties agree that this Agreement may be negotiated, concluded and consummated by electronic means and that electronic forms of signature, including facsimiles, are acceptable and valid. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
- 32. Warranty of Authority. The persons indicated below are legally authorized to execute this Agreement on behalf of the respective parties, and to bind the respective parties to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

DISTRICT:

SEQUOIA UNION HIGH SCHOOL DISTRICT

By: _____
Name: James Lianides
Title: Superintendent

Address and Contact for District Notices:

Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062
Attention: Miki Cristerna
Site/Dept: Menlo-Atherton High School

CONTRACTOR:

Starvista

By: 
Name: Sara Larios Mitchell, Ph.D.
Title: CEO

Address and Contact for Contractor Notices:

Starvista

610 Elm Street #212

San Carlos, CA 94070

Attention: Sara Mitchell

EXHIBIT "A"

In consideration of the payments set forth in Exhibit "B", (Contractor) shall provide the following services:

Menlo-Atherton High School Support Services

School Based Mental Health Counseling Services

Clinical Case Worker

Alternative To Suspension (ATS) Psycho-Educational Classes

Dates of Service: August 19, 2015 – June 30, 2016

EXHIBIT "B"

In consideration of the services provided by (Contractor), in Exhibit "A", Sequoia Union High School District shall pay (Contractor) based on the following fee schedule:

Payment to Starvista will not exceed \$79,150.

Agenda Item: 8J (1)

Date: 3/9/16

**SEQUOIA UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

This INDEPENDENT CONTRACTOR SERVICES AGREEMENT ("Agreement") is made and entered into effective February 3, 2016 (the "Effective Date"), by and between the Sequoia Union High School District ("District") and Infinite Campus ("Contractor").

1. Contractor Services. In consideration of the payments set forth herein and in Exhibit B, Contractor shall perform services for the District in accordance with the terms, conditions, and specifications set forth herein and in Exhibit A.
2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contractor Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement.
3. Term. This Agreement shall begin on February 1, 2016, and shall terminate upon completion of the Services, but no later than January 31, 2017 ("Term"), unless the Agreement is terminated sooner as set forth in Paragraph 4 below. There shall be no extension of the Term of this Agreement unless the extension is pursuant to a duly executed written amendment to this Agreement.
4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. The District's Superintendent or the Superintendent's designee shall have the authority to terminate this Agreement on behalf of the District. Notwithstanding the foregoing, District may terminate this Agreement effective immediately and at any time by giving written notice to Contractor if Contractor materially breaches any of the terms of this Agreement, Contractor or the Contractor Parties commits any act or omission that exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.
5. Availability of funds. The District may terminate this Agreement or a portion of the services referenced in the Attachments and Exhibits based upon unavailability of federal, state, or district funds, by providing written notice to Contractor as soon as is reasonably possible after the District learns of said unavailability of outside funding.
6. Payment. In consideration of the Services described in this Agreement, District agrees to pay Contractor at the rate of \$N/A per N/A, as described in Exhibit B to this Agreement. The rate shall not be increased by Contractor over the course of this Agreement unless set forth in a duly executed written amendment to this Agreement. Total payment by District to Contractor shall not exceed \$78,945.20. District agrees to pay Contractor within sixty (60) days of receipt of an invoice from Contractor in a form reasonably acceptable to the District, including any additional supporting documentation reasonably requested by District. Any work performed by Contractor in excess of said amount shall not be compensated.
7. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, and members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Contractor, the Contractor Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform Contractor's obligations under this

Agreement, including, but not limited to Contractor's or the Contractor Parties' use of the site, Contractor's or the Contractor Parties' performance of the Services, Contractor's or the Contractor Parties' breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

The duty of Contractor to indemnify and save harmless as set forth by this Section shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

8. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contractor Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 6 above, Contractor shall secure and maintain throughout the term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than \$1,000,000.00 each occurrence and \$2,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$1,000,000.00 each occurrence and \$2,000,000.00 in the aggregate, if applicable; and (iii) worker's compensation insurance as required by Labor Code section 3200, *et seq.*, if applicable; and neither Contractor nor any of the Contractor Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insureds. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties. A copy of the declarations page of Contractor's insurance policies shall be attached to this Agreement as proof of insurance.
10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contractor Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contractor Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contractor Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the

California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. Contractor and/or the Contractor Parties shall **have no contact** with District students at any time during the Term of this Agreement or the Contractor and/or Contractor Parties will have contact with District students only when under the observation of a District employee.

B. The following Contractor/Contractor Parties will have **contact** with District students during the term of this Agreement while not under the observation of a District employee:

_____. [Attach and sign additional pages, as needed.]

C. (Required only if Box 12.B is checked.) All of the Contractor Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contractor Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify the District's Assistant Superintendent of Human Resources and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible. The Parties further understand and agree that the District's Superintendent or the Superintendent's designee may, at any time, provide written notice withdrawing consent to any of Contractor's employees performing services under this Agreement when, in the reasonable discretion of the Superintendent, it is inappropriate for Contractor's employee to continue providing services under this Agreement owing to criminal convictions or other misconduct or other factors deemed relevant by the Superintendent.

13. Tuberculosis Certification. Contractor and the Contractor Parties shall at all times comply with the tuberculosis ("TB") certification requirements as set forth below. Specifically, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. Contractor and/or Contractor Parties will not be present on a District school site and will not have contact with District students during the term of this Agreement.

B. Contractor and/or Contractor Parties shall **be present on a District school site and have contact with District students no more than two times in any month** during the Term of this Agreement.

C. The following Contractor and/or Contractor Parties shall or may be on a District school site and have contact with District students three or more times per month during the term of this Agreement and, at no cost to District, they have received a TB test that complies with the requirements of California Education Code section 49406:

_____. [Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the Contractor Parties was examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact

with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

14. Labor Code. Contractor shall comply with all applicable provisions of the Labor Code, Section §1720-1861, AB 1506 and the District's Labor Compliance Program, State of California (prevailing wages). Approved wage scales are on the internet at www.dir.ca.gov
15. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than providing Services under this Agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the Services provided to any District student pursuant to this Agreement.
16. Assignment/Successors and Assigns. Contractor shall not assign or transfer by operation of law or otherwise any of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District, which consent shall be provided at the District's sole discretion. Subject to the foregoing, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.
17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California, excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of San Mateo, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.
20. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
21. Compliance with laws; Payment of Permits/Licenses. All services to be performed by Contractor pursuant to this Agreement shall be performed in accordance with all applicable federal, state, district, and municipal laws, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Family Educational Rights and Privacy Act of 1974 (FERPA), and all federal regulations promulgated thereunder, as amended, and the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, and the Individuals With Disabilities Education Act, as amended. Such services shall also be performed in accordance with all applicable ordinances, regulations, policies and procedures of the District and its governing board.

In the event of a conflict between the terms of this Agreement and federal, state, district, or municipal law or regulations, the requirements of the applicable law will take precedence over the requirements set forth in this Agreement.

Contractor will timely and accurately complete, sign, and submit all necessary documentation of compliance.

Contractor shall comply with all state fingerprint laws, including Education Code 45125.1.

22. Retention of Records, Right to Monitor and Audit.
- (a) CONTRACTOR shall maintain all required records for three (3) years after the DISTRICT makes final payment and all other pending matters are closed, and shall be subject to the examination and/or audit of the District, a Federal grantor agency, and the State of California.
 - (b) Reporting and Record Keeping: CONTRACTOR shall comply with all program and fiscal reporting requirements set forth by appropriate Federal, State and local agencies, and as required by the DISTRICT.
 - (c) CONTRACTOR agrees to provide to DISTRICT, to any federal or state department having monitoring or review authority, to DISTRICT's authorized representatives, and/or their appropriate audit agencies upon reasonable notice, access to and the right to examine all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules and regulations, and this Agreement, and to evaluate the quality, appropriateness and timelessness of services performed.
23. Non-Discrimination. Contractor shall ensure equal employment opportunity based on objective standards of recruitment, classification, selection, promotion, compensation, performance evaluation, and management relations for all employees under this Agreement. Contractor's equal employment policies shall be made available to District upon request. There shall be no discrimination against any person under this Agreement because of race, color, national origin, age, ancestry, age, disability (physical or mental), religion, sex, sexual orientation, gender identity, marital or domestic partner status, political beliefs or affiliation, familial or parental status (including pregnancy), medical condition (cancer-related), military service, or genetic information of such persons. Further, Contractor shall comply with Section 504 of the Rehabilitation Act of 1973, as amended, which provides that no otherwise qualified handicapped individual shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in the performance of this Agreement. This Section applies only to contractors who are providing services to members of the public under this Agreement.
24. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, each party shall bear its own legal expenses related to such action.
25. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incidental damages, including but not limited to lost profits in connection with this Agreement.
26. Time. Time is of the essence to this Agreement.
27. Waiver. No delay or omission by District in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude the District from any or further exercise of any right or remedy.
28. Entire Agreement. This Agreement, including Exhibits and Attachments attached hereto and incorporated herein by reference, is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
29. Ambiguity. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.
30. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or

appropriate to give full force and effect to the terms and intent of this Agreement.

- 31. Execution in Counterparts/Authority and Electronic Signatures. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. The parties agree that this Agreement may be negotiated, concluded and consummated by electronic means and that electronic forms of signature, including facsimiles, are acceptable and valid. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
- 32. Warranty of Authority. The persons indicated below are legally authorized to execute this Agreement on behalf of the respective parties, and to bind the respective parties to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

DISTRICT:

SEQUOIA UNION HIGH SCHOOL DISTRICT

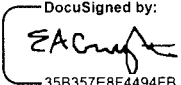
By: _____
Name:
Title:

Address and Contact for District Notices:

Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062
Attention: Ken Bazan
Site/Dept: IS Manager

CONTRACTOR:

Infinite Campus, Inc

By:  _____
Name:
Title:

Address and Contact for Contractor Notices:

Infinite Campus
4321 109th Avenue NE
Blaine, MN 55125
Attention: Chief Operating Officer



EXHIBIT "A"

In consideration of the payments set forth in Exhibit "B", (Contractor) shall provide the following services:

As specified in the Infinite Campus End User Agreement

EXHIBIT "B"

In consideration of the services provided by (Contractor), in Exhibit "A", Sequoia Union High School District shall pay (Contractor) based on the following fee schedule:

Not to exceed \$78,945.20.



Agenda Item: 8J(2)

Date: 3/9/16

**Addendum to the Infinite Campus End User License Agreement
California Education Code § 49073.1 Compliance**

This Addendum (the "Addendum") is attached to and forms a part of the Infinite Campus End User License Agreement ("Agreement") made between Infinite Campus, Inc., a Minnesota corporation located at 4321 109th Ave NE, Blaine, MN 55449-6794 ("Company") and Sequoia Union High School District ("Licensee").

This Addendum supersedes the Agreement by incorporating the Company's "FERPA Compliance and Student Data Privacy Policy" (the "Policy") as set forth below into the Agreement. The Policy adds to, and may delete from or modify the Agreement. To the extent any such addition, deletion, or modification results in any conflict or inconsistency between the Agreement and this Addendum, this Addendum shall govern and the terms of the Agreement which conflict with this Addendum or are inconsistent with this Addendum shall be of no force or effect.

This Addendum may be executed in any number of counterparts, each of which may be deemed an original, but all of which together will constitute the same instrument. The parties agree that the electronic signature of a party to this Agreement shall be as valid as an original signature of such party and shall be effective to bind such party to this Agreement.

IN WITNESS WHEREOF, this Addendum to the Infinite Campus End User License Agreement has been executed by the duly authorized representative of Company and Licensee on the dates set forth below.

Infinite Campus, Inc.

Sequoia Union High School District

By: EA Creighton

By: James Lianides
James Lianides (Jul 28, 2015)

Name: Eric Creighton

Name: James Lianides

Its: Chief Operating Officer

Its: Superintendent

FERPA Compliance and Student Data Privacy Policy **(with CA § 49073.1 compliance notation)**

Infinite Campus, in its role as a vendor to educational agencies and institutions (EAs), receives disclosures from the EAs of personally identifiable information (PII) contained in student records. Only information that is needed for Infinite Campus to perform services outsourced to it by the EA is disclosed to Infinite Campus. These disclosures are authorized under the Family Educational Rights and Privacy Act (FERPA), a federal statute that regulates the privacy of student records by EAs that receive financial assistance from the U.S. Department of Education. Infinite Campus, as a contractor to the EA, receives the disclosures on the same basis as school officials employed by the EA, consistent with FERPA regulations, 34 CFR §99.31(a)(1)(i)(B). Consistent with those regulations, Infinite Campus has a legitimate educational interest in the information to which it is given access because the information is needed to perform the outsourced service, and Infinite Campus is under the direct control of the EA in using and maintaining the disclosed education records, consistent with the terms of its contract.

Infinite Campus is subject to the same conditions on use and redisclosure of education records that govern all school officials, as provided in 34 CFR §99.33. In particular, Infinite Campus must ensure that only individuals that it employs or that are employed by its contractor, with legitimate educational interests – consistent with the purposes for which Infinite Campus obtained the information -- obtain access to PII from education records it maintains on behalf of the district or institution. Further, in accordance with 34 CFR §99.33(a) and (b), Infinite Campus may not redisclose PII without consent of a parent or an eligible student (meaning a student who is 18 years old or above or is enrolled in postsecondary education) unless the agency or institution has authorized the redisclosure under a FERPA exception and the agency or institution records the subsequent disclosure^{1, 2}. An example of such a disclosure is when Infinite Campus is requested by a school district to assist the district in the transfer of the student records from our system to another system.

Infinite Campus will not sell or otherwise use or redisclose education records for targeted advertising or marketing purposes. Infinite Campus does not allow advertising within its products, and therefore there is no behavioral or targeted advertising³. Infinite Campus uses data within its products only to deliver the services contracted by the educational institution. Infinite Campus may use anonymized, non-PII data internally to improve the products and services it delivers to EAs.

Infinite Campus employs extensive technological and operational measures to ensure data security and privacy, including advanced security systems technology, physical access controls, and annual privacy training for employees and partners, and criminal background checks of all employees. Infinite Campus employs a dedicated, full-time Security Program Manager to implement and improve the Infinite Campus security posture and practice. The organization undergoes annual security audits including an external SOC 2 Type II audit demonstrating adherence with the security principle set forth in TSP section 100, Trust Services Principles,

¹ § 49073.1(b)(3) A prohibition against the third party using any information in the pupil record for any purpose other than those required or specifically permitted by the contract.

² § 49073.1(b)(8) A description of how the local educational agency and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).

³ § 49073.1(b)(9) A prohibition against the third party using personally identifiable information in pupil records to engage in targeted advertising.

Criteria, and Illustrations for Security, Availability, Processing Integrity, Confidentiality and Privacy (AICPA, Technical Practice Aids). Details about the audits and company policies which support the Infinite Campus security programs are available to EAs under a non-disclosure agreement⁴.

All employees of Infinite Campus are required to sign an Acknowledgement and Agreement of Policies that commits the employees to comply with Infinite Campus's data privacy and security policies and receive required annual security and privacy training, including commitments and training regarding the prohibition on disclosure of student data.

Infinite Campus does not own any of the student data or district-created data within its products. These data within the products are property of, and under the control of the local educational agency⁵. The collection, input, use, retention, disposal, and disclosure of any information in our software applications are controlled solely by the EAs which license our products. Infinite Campus cannot delete, change, or disclose any information from our software applications controlled by the EA. Students who wish to retain possession and control of their own pupil-generated content should contact the EA. If the EA is unable to fulfil the request of the student, Infinite Campus can assist at the direction and expense of the EA⁶.

In the event any third party (including the eligible student or parent/guardian of the eligible student) seeks to access education records, Infinite Campus will immediately inform the EA of such request in writing. Infinite Campus shall not provide access to such data or information or respond to such requests unless compelled to do so by court order or lawfully issued subpoena from any court of competent jurisdiction or directed to do so by the EA. Should Infinite Campus receive a court order or lawfully issued subpoena seeking the release of such data or information, Infinite Campus shall provide immediate notification, along with a copy thereof, to the EA prior to releasing the requested data or information, unless such notification is prohibited by law or judicial and/or administrative order or subpoena.

If the EA is unable to fulfil a request of an eligible student or parent/guardian to review the student's records, Infinite Campus can assist at the direction and expense of the EA. In such an event where a parent, legal guardian, or eligible student seeks to make changes to the data within our products parents, legal guardians, or eligible students shall follow the procedures established by the EA in accordance with FERPA. Generally these procedures establish the right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the EA to amend their child's or their education record should write an EA official (often a Principal or Superintendent), clearly identify the part of the record they want changed, and specify why it should be changed. If the EA decides not to amend the record as requested by the parent or eligible student, the EA will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures would be

⁴ § 49073.1(b)(5) A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Compliance with this requirement shall not, in itself, absolve the third party of liability in the event of an unauthorized disclosure of pupil records.

⁵ § 49073.1(b)(1) A statement that pupil records continue to be the property of and under the control of the local educational agency.

⁶ § 49073.1(b)(2) Notwithstanding paragraph (1), a description of the means by which pupils may retain possession and control of their own pupil-generated content, if applicable, including options by which a pupil may transfer pupil-generated content to a personal account

provided to the parent or eligible student when notified of the right to a hearing⁷.

In the event Infinite Campus becomes aware of a data breach or inadvertent disclosure of PII, Infinite Campus shall take immediate steps to limit and mitigate such security breach to the extent possible. A senior executive of Infinite Campus will notify a senior member of the affected EAs leadership team, ideally the Superintendent or similar chief executive. This typically will occur within 24 hours of confirmation of the event and would include the known relevant details. The EA and Infinite Campus will work cooperatively in determining an action plan, including any required notification of affected persons. In the event that Infinite Campus is at fault for the breach or disclosure, Infinite Campus carries a \$1,000,000 cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others⁸.

In the event of termination of a license to use our products, Infinite Campus works with the EA, in accordance of the terms of the EAs contract, to destroy all student records contained in our systems and then will permanently delete all archival or backup copies of the agency's or institution's data. Infinite Campus shall not knowingly retain copies of any data or information received from EA once EA has directed Infinite Campus as to how such information shall be returned and/or destroyed. Furthermore, Infinite Campus shall ensure that it disposes of any and all data or information received from EA in a commercially reasonable manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices). At the request of the EA, Infinite Campus will provide a written certification of destruction⁹.

To the extent parents, guardians or students have questions regarding the content of, or privacy associated with, any applications used by the educational institution, please contact that agency or institution.

Infinite Campus may, from time to time, update this policy to be in compliance with evolving state and federal laws and regulations. We will not materially change our policies and practices to make them less protective of your privacy without the written consent of the EA and the EA may rely upon any and enforce any current or prior version of this policy unless otherwise agreed to in writing.

⁷ § 49073.1(b)(4) A description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information.

⁸ § 49073.1(b)(6) A description of the procedures for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records

⁹ § 49073.1(b)(7)(A) A certification that a pupil's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced.



INFINITE CAMPUS END USER LICENSE AGREEMENT

This Infinite Campus End User License Agreement ("Agreement") is made between Infinite Campus, Inc, a Minnesota corporation located at 4321 109th Ave NE, Blaine, MN 55449-6794 ("Company") and Sequoia Union High School District, with offices located at 480 James Avenue, Redwood City, CA 94062 ("Licensee").

RECITALS

- A. Company has developed certain proprietary student information software and as updated and revised by Company from time to time (the "Infinite Campus Product"), and Company has licenses from third parties or developed other products and services as offered by Company and as amended by Company from time to time (the "Infinite Campus Additional Products"). The Infinite Campus Product, and the Infinite Campus Additional Products are collectively referred to as the "Infinite Campus Products";
- B. Company or a Company authorized service provider provides certain services for the Infinite Campus Products, including software implementation services, software maintenance services, training services, product support services, technical support services and application hosting services (the "Infinite Campus Services");
- C. Company and Licensee desire to enter into this Agreement for the purpose of facilitating the licensing of certain Infinite Campus Products, and delivery of certain Infinite Campus Services, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, for and in consideration of the terms and conditions hereinafter stated, it is agreed as follows:

1.0 Grant of License

- 1.1 Type of License. Subject to the terms and conditions hereof, Company agrees to grant Licensee a non-exclusive, non-transferable, non-sublicensable, right and license to the Infinite Campus Products identified on Exhibit A and the related documentation ("Documentation") described on Exhibit A. Licensee shall install and use the Infinite Campus Products and the Documentation solely for its own internal use and for the purposes for which such Infinite Campus Products and Documentation were designed.
- 1.2 Additional Terms and Conditions. In addition to the terms of this Agreement, the license granted under Section 1.1 above, shall be subject to the terms and

conditions of all Exhibits attached hereto and incorporated herein.

2.0 Ownership and Protection of Infinite Campus Products

- 2.1 Title: Ownership. Licensee acknowledges that the Infinite Campus Products; all source code, object code, class libraries, user interface screens, algorithms, development frameworks, repository, system designs, system logic flow, and processing techniques and procedures related thereto; the Documentation, any system user documentation, or other documentation related thereto; any copies and derivatives of any of the foregoing, in whole or in part; as well as all copyright, patent, trademark, trade secret and other proprietary rights in any of the foregoing; are and shall remain the sole and exclusive confidential property of Company or Company licensor. Licensee further acknowledges that any reports or other data generated by the Infinite Campus Products regarding traffic flow, system loads and/or product installation are the exclusive property of Company and may be used, and Licensee hereby specifically authorizes the use of such reports and/or other data, by Company in any manner that it deems to be appropriate.
- 2.2 Protection of Infinite Campus Products and Documentation. Licensee shall not allow, and shall not allow any third party to:
- 2.2.a adapt, modify, change, maintain, translate, decompile, disassemble, reconstruct, or reverse engineer the Infinite Campus Products or the Documentation, or any portion thereof;
 - 2.2.b identify or discover any source code of the Infinite Campus Products;
 - 2.2.c distribute, sell or sublicense copies of the Infinite Campus Products or the Documentation or any portion thereof;
 - 2.2.d create copies of the Infinite Campus Products or the Documentation except to make a copy of any program which is required as an essential step in its utilization or to make an archival or back-up copy of the Infinite Campus Products; or
 - 2.2.e incorporate any portion of Infinite Campus Products into or with any other Infinite Campus Products or other products, or create any derivative works of the Infinite Campus Products or Documentation.
- 2.3 Confidentiality. Licensee agrees that the Infinite Campus Products contain proprietary information, including trade secrets, know-how and confidential information that are the exclusive property of Company or Company licensor. During the period this Agreement is in effect and at all times after its termination, Licensee and its employees and agents shall maintain the confidentiality of this information and not sell, license, publish, display,

INFINITE CAMPUS END USER LICENSE AGREEMENT

distribute, disclose or otherwise make available this information to any third party nor use such information other than to inform permitted users of the conditions and restrictions on the use of the Infinite Campus Products or the Documentation set, and to the extent permitted by law, Licensee will not disclose the terms and conditions of this Agreement without the prior written consent of Company.

3.0 Payment

- 3.1 Payment Terms. Licensee will pay Company or Company's Authorized Channel Partner the License Fees as provided in Exhibit A.
- 3.2 Taxes. All amounts set forth for payment are exclusive of applicable sales and similar taxes and it shall be Licensee's responsibility to add to the amounts payable, and to pay all such taxes, if applicable.

4.0 Indemnification; Warranties

4.1 Indemnifications

- 4.1.a If Licensee notifies Company in writing and gives Company sole control over the defense and all related settlement negotiations, Company will defend, hold harmless and indemnify Licensee against any damages finally awarded or amounts paid in settlement as a result of any claim or threat of claim brought by a third party against Licensee to the extent based on an allegation that: (i) Products for which Licensee has licensed from Company infringes any U.S. patent, copyright, trademark, trade secret or other proprietary right of a third party, or (ii) a defective Product directly caused death or personal injury; provided that Licensee did not alter, modify, or otherwise change the Product or software that gave rise to such claim.
- 4.1.b To the extent permitted by law, Licensee will defend, hold harmless and indemnify Company against any claim or threat of claim brought by a third party against Company arising out of the acts or omissions of Licensee or its employees, excluding acts or omissions expressly required or prescribed by this Agreement.
- 4.1.c If either party seeks indemnification provided for in this Section, each party seeking indemnification will cooperate with and provide reasonable assistance in the defense or settlement of any claim or legal proceeding. Licensee and Company will not make public any terms,

INFINITE CAMPUS END USER LICENSE AGREEMENT

or the mere existence, of any settlements.

4.1.d THE FOREGOING STATES THE ENTIRE LIABILITY AND OBLIGATION OF COMPANY WITH RESPECT TO ANY INFRINGEMENT OR CLAIMS OF INFRINGEMENT BY THE INFINITE CAMPUS PRODUCTS OR ANY PART THEREOF, OF ANY PATENT, COPYRIGHT, TRADE SECRET OR OTHER PROPRIETARY RIGHT.

4.2 Warranties

4.2.a Operational Warranty. Company warrants that, during the ninety (90) day period (the "Warranty Period") commencing on the delivery date of the Infinite Campus Product to Licensee, the Infinite Campus Products will operate in substantial conformity with the Documentation when used in strict compliance therewith. This warranty is contingent upon Licensee's installation of all corrections, enhancements, updates and new releases provided by Company to Licensee and the absence of damage or abuse to the Infinite Campus Products.

4.2.b Breach of Operational Warranty. Notwithstanding the foregoing, Licensee acknowledges that it is solely responsible for having the appropriate compatible network(s) and operating system environment(s), and as Licensee's sole and exclusive remedy for any breach of this warranty, Company shall, at its sole option, within a reasonable period of time, provide all reasonable programming services to correct programming errors in the Infinite Campus Products, replace the Infinite Campus Products or terminate this Agreement and refund to the Licensee the license fees paid to Company under this Agreement for the defective Infinite Campus Products, as set forth in section 6.2(c) of this agreement, refunding the unamortized portion (assuming straight line amortization) of the annual license fees paid. Any professional services provided under this Agreement are provided "as is" without representation or warranty of any kind or nature.

4.2.c Limitation. EXCEPT AS EXPRESSLY SET FORTH IN THIS PARAGRAPH 4, COMPANY MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, INCLUDING,

BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, AND ANY WARRANTIES OF QUALITY OR PERFORMANCE, OR AS A RESULT OF A COURSE OF DEALING OR USAGE OF TRADE, WITH RESPECT TO THE INFINITE CAMPUS PRODUCTS AND ANY MAINTENANCE, SUPPORT OR OTHER SERVICES.

5.0 Limitations of Liability

EXCEPT TO THE EXTENT INCLUDED IN AN AWARD SUBJECT TO COMPANY'S INDEMNITY OBLIGATION, IN NO EVENT WILL COMPANY BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, INDIRECT, PUNITIVE OR SPECIAL DAMAGES OF ANY NATURE, SUCH AS LOST BUSINESS PROFITS. COMPANY'S TOTAL LIABILITY WILL BE LIMITED TO THE LICENSE FEES ACTUALLY PAID BY LICENSEE TO INFINITE CAMPUS FOR THE APPLICABLE INFINITE CAMPUS PRODUCTS, SUBJECT HOWEVER TO A TWELVE (12) MONTH STRAIGHT LINE DEPRECIATION COMMENCING ON THE DATE OF DELIVERY OF SUCH INFINITE CAMPUS PRODUCTS.

6.0 Agreement Term and Termination

- 6.1 Agreement Term. The term of this Agreement (the "Agreement Term") shall begin upon the latest date indicated below the signature of either party ("Effective Date"), and shall remain in effect until terminated pursuant to Section 6.2.
- 6.2 Agreement Termination. This Agreement may be terminated as follows:
- 6.2.a either party may terminate this Agreement, with or without cause, with no less than thirty (30) days written notice.
 - 6.2.b either party may terminate this Agreement if one party's actions expose the other party to any violation of law and fails to cure such actions within 15 days of notice thereof;
 - 6.2.c either party may terminate this Agreement and any other active agreement with the other party if the other party fails to fully perform any material obligation under this Agreement with thirty (30) days to cure;
 - 6.2.d notwithstanding the foregoing, if the Licensee violates the provisions of Sections 2.0 of this Agreement the Company may terminate this Agreement immediately without notice.

INFINITE CAMPUS END USER LICENSE AGREEMENT

In the event of termination of this Agreement by the Company pursuant to Section 6.2(a) prior to an anniversary date the Company shall refund the unamortized portion (assuming straight line amortization) of the annual license fees paid. In the event of termination of this Agreement by the Company pursuant to Sections 6.2(b), 6.2(c) or 6.2(d) prior to an anniversary date, the Company shall be entitled to prepaid license fees for the balance of the year of termination.

In the event of termination of this Agreement by the Licensee pursuant to Section 6.2(a) prior to an anniversary date the Company shall be entitled to prepaid license fees for the balance of the year of termination. In the event of termination of this Agreement by the Licensee pursuant to Section 6.2(b) or 6.2(c) Company shall refund the unamortized portion (assuming straight line amortization) of the annual license fees paid.

- 6.3 Responsibilities in the Event of Termination. Upon any termination of this Agreement and/or the license to use any Infinite Campus Products, Licensee shall cease to use the Infinite Campus Products and shall return to Company the Infinite Campus Products and all copies thereof and all proprietary and confidential property of Company. Licensee shall expunge all copies of the Infinite Campus Products from its computer(s) and server(s) and shall provide a certificate of an officer of Licensee stating compliance with the preceding sentence. Company shall also have such other legal and equitable rights and remedies to which it may be entitled with respect to Licensee's failure to comply with the provisions of this Agreement.
- 6.4 No Liability for Termination. Except as provided for in this Agreement, neither party shall be liable to the other for damages of any kind, including incidental or consequential damages, damages for loss of prospective business or loss of continuing business, or otherwise which arise due to the expiration or termination of this Agreement. This does not relieve either party from responsibility for damages caused by its actions or breaches of the Agreement, but only for damages related to or resulting from the expiration or termination of the business relationship.
- 6.5 Survivorship. Those sections that by their nature survive expiration or termination of this Agreement will survive such expiration or termination.

7.0 Software Support

Company and Licensee agree to the terms and conditions of Exhibit C, the Software Support Services, which is attached hereto and fully incorporated herein. Licensee shall be billed for the Infinite Campus Services for maintenance and support of the Infinite Campus Products, as described in Exhibit C, in accordance with the payment terms set

forth in Section 3.0 of this Agreement.

8.0 Application Hosting

Company and Licensee agree to the terms and conditions of Exhibit B, the Application Hosting Services, which is attached hereto and fully incorporated herein. Licensee shall be billed for the Infinite Campus Services for Application hosting, as described in Exhibit B, in accordance with the payment terms set forth in Section 3.0 of this Agreement.

9.0 Training, Data Conversion and Project Management Services

Training Services, Data Conversion Services, or Project Management Services requested by Licensee during the Initial Term or following the Initial Term shall be provided for an additional charge, in accordance with an Implementation Services Agreement provided by Infinite Campus or authorized service partner.

10.0 General Terms and Conditions

- 10.1 Assignment. Licensee shall not, voluntarily or involuntarily, sublicense, sell, assign, give or otherwise transfer this Agreement. Any such transfer or attempted transfer shall be null and void. Company has the right to assign or otherwise transfer its rights and obligations under any of this Agreement, whether voluntarily, involuntarily, or by operation of law.
- 10.2 Governing Law. This Agreement will be governed and interpreted under the laws of the state of Minnesota, U.S.A, without regard to its conflict of laws provisions. Any action arising out of or related to this Agreement must be brought within one (1) year from the first date such action could have been brought, despite any longer period provided by statute. If a longer period is provided by statute, the parties hereby expressly waive it.
- 10.3 Amendments; Waiver. This Agreement shall not be amended or modified except in writing by duly authorized representatives of the parties that refer specifically to this Agreement. The failure of either party to enforce at any time or for any period of time the provisions hereof shall not be construed to be a waiver of such provisions or of the right to enforce each and every such provision.
- 10.4 Severability. If a court of competent jurisdiction holds that any provision of this Agreement is invalid or unenforceable, the remaining portions of this Agreement will remain in full force and effect, and the parties will replace the invalid or unenforceable provision with a valid and enforceable provision that achieves the

INFINITE CAMPUS END USER LICENSE AGREEMENT

original intent of the parties and economic effect of the Agreement.

- 10.5 Headings and Construction. Paragraph headings are for reference only and will not be considered as parts of this Agreement. Wherever the singular is used, it includes the plural, and, wherever the plural is used, the singular is included.
- 10.6 Force Majeure. Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war, acts of God, acts of terrorism, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act or failure of the Internet (not resulting from the actions or inactions of Company), provided that the delayed party: (i) gives the other party prompt notice of such cause, and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance.
- 10.7 Entire Agreement. This Agreement supersedes all previous agreements and representations of, between or on behalf of the parties in regard to the subject matter herein. Any document, instrument, or agreement issued or executed contemporaneous or subsequent to this Agreement shall not alter the terms and conditions of this Agreement. This Agreement contains all of Company's and Licensee's agreements, warranties, understandings, conditions, covenants and representations in regard to the subject matter herein. Neither Company nor Licensee will be liable for any warranties, understandings, conditions, covenants or representations not expressly set forth or referenced in this Agreement. Licensee acknowledges that Company reserves the right to refuse any different or additional provisions in purchase orders, invoices or similar documents, and such refused provisions will be unenforceable.

Notices. Any notice under this Agreement must be in writing and will be deemed given upon the earlier of actual receipt or ten (10) days after being sent by first class mail, return receipt requested, to the address set forth below for Company and to the address designated on page one (1) of this Agreement by Advocate for receipt of notices, or as may be provided by the parties.

Infinite Campus, Inc.

Sequoia Union High School District

Sales Contracts Management

James Lianides

4321 109th Ave NE

480 James Avenue

Blaine, MN 55449-6794

Redwood City, CA 94062

INFINITE CAMPUS END USER LICENSE AGREEMENT

Either party may give notice of its change of address for receipt of notices by giving notice in accordance with this section.

- 10.8 Applicable Law. Company complies with applicable laws governing online privacy, including the Child Privacy Protection and Parental Empowerment Act, the Family Educational Right to Privacy Act and the Children's Online Privacy Protection Act. Licensee may review these laws and their related regulations by logging on to the U.S. Federal Trade Commission's website at <http://www.ftc.gov>.
- 10.9 Export Rules. Licensee agrees that the Infinite Campus Products will not be shipped, transferred or exported into any country or used in any manner prohibited by the United States Export Administration Act or any other export laws, restrictions or regulations (collectively the "Export Laws"). In addition, if the Infinite Campus Products are identified as export controlled items under the Export Laws, Licensee represents and warrants that Licensee is not a citizen, or otherwise located within, an embargoed nation (including without limitation Iran, Iraq, Syria, Sudan, Libya, Cuba, North Korea and Serbia) and that Licensee is not otherwise prohibited under the Export Laws from receiving the Infinite Campus Products. All rights to use the Infinite Campus Products under this Agreement are granted on the condition that such rights are forfeited if Licensee fails to comply with the terms of this Section 10.9.

IN WITNESS WHEREOF, this Infinite Campus End User License Agreement has been executed by the duly authorized representative of Company and Licensee as of the Effective Date below.

Infinite Campus, Inc.

Sequoia Union High School District

By: [Signature]

By: [Signature]

Name: Eric Creighton

Name: James Lianides

Title: Chief Operating Officer

Title: Assistant Superintendent

Date: 10/27/09

Date: 10/20/09

Date: December 15, 2015
Revised February 19, 2016
Project No.: 166-3-17
Prepared For: Mr. Allan France
SEQUOIA UNION HIGH SCHOOL DISTRICT
480 James Avenue
Redwood City, California 94062
Re: Change Order Request
Geotechnical Observation and Testing Services
Carlmont High School
New Classroom Building Increment I
1400 Alameda De Las Pulgas
Belmont, California 94002

Additional Services

As you are aware, this project is currently being constructed and work to finish retaining walls, grade pads, perform lime treatment, and grade roads is almost complete. As a result of construction taking longer than expected and complications at the site resulting in additional engineering time spent addressing issues such as pipe conflicts, retaining wall footings, and RFI's, observing contactor reworking areas that were saturated in the winter storms, and addressing undocumented fills; Cornerstone's purchase order for the project has been exhausted. To cover additional work at the site, we are requesting a change order to cover additional engineering time already spent on the project and additional estimated consultation, observation and testing work required to complete the project. The following describes our understanding of the additional scope and presents our estimated cost for completing the work. This document is an addendum to our existing agreement to work together dated June 1, 2015.

Assumed Level of Effort, Fee and Terms

The fees listed below are based on current charges over the current PO and estimates of services required during additional construction work. The actual time we spend observing the geotechnical aspects of the work will be directly proportional to the amount of time and efficiency of the contractors.

- | | |
|--|----------|
| 1) Charges over our current PO as of 11/23/15: | \$9,250 |
| 2) Charges to finish retaining wall backfill: | \$2,450 |
| 3) Estimated charges to over-excavate and grade pads/courtyard: | \$20,750 |
| 4) Estimated charges for lime treatment: | \$3,000 |
| 5) Estimated charges for curb, gutter, and AB road construction: | \$16,250 |

Current over-budget charges and the anticipated charges for scheduled work are estimated to be **\$51,700**. Hours less than or greater than those estimated will proportionately reduce or increase our costs. Please note that our estimate depends a great extent on the site conditions, the efficiency of the prime and sub-contractors, and the weather. Our services will be provided in accordance with the attached terms and conditions and hourly rate schedule. If unforeseen conditions are encountered, or if we experience delays or circumstances beyond our control, we will notify you immediately to discuss modifications to the scope of services and/or project fees. Payment for services shall be due upon receipt of Cornerstone Earth Group's Invoice within a 30 day period.

Additional services that are not outlined in this proposal shall be charged on a time-and-expense basis.

Responsibilities

The presence of our field representatives will be for the purpose of providing geotechnical observation services. Our work will not include supervision or direction of the actual work of the contractor. The contractor should be informed that neither the presence of our field representatives nor the observation by our firm shall excuse him in any way for defects discovered in his work. It is also understood that our firm will not be responsible for job or site safety.

Authorization

Please acknowledge your receipt of and agreement with the scope of work and fee contained in this agreement by signing this agreement and returning one signed original to us with a District approved P.O. We will perform our work in accordance with the terms and conditions of our existing agreement.

We thank you for this opportunity and look forward to working with you on this important project. Should you have any questions regarding this proposal, or if we may be of further service, please contact us at your convenience.

Sincerely,

Cornerstone Earth Group, Inc.



Scott E. Fitinghoff, P.E., G.E.
Principal Engineer
G.E. 2379 Expires 6-30-16

Copies: Addressee (1 by email)

Sequoia Union High School District

Name

Date

Please Print Name and Title

**RESOLUTION NO. 1570
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

**RESOLUTION APPROVING SCHNEIDER ELECTRIC TAC XENTRA LON SERIES
(SMARTSTRUXURE) AS THE SOLE SOURCE PROVIDER OF HEATING, VENTILATION, AND AIR
CONDITIONING SYSTEM CONTROLLERS**

RESOLVED, by the Board of Trustees of the Sequoia Union High School District, County of San Mateo, State of California, that

WHEREAS, the Sequoia Union High School District, from time to time, has the need to purchase heating, ventilation, and air conditioning (HVAC) system controllers for its facilities located on campuses and other properties throughout the District; and

WHEREAS, the District has installed in its facilities Direct Digital Control system devices manufactured by Schneider Electric, TAC Xentra LON series (SmartStruxure); and

WHEREAS, the District has determined that the Schneider Direct Digital Control system devices provide the specifications and features needed by the District and that Schneider Electric (SmartStruxure) is the sole source for Direct Digital Control system devices needed by the District; and

WHEREAS, Section 3400 of the California Public Contract Code allows for the designation of a particular product in public agency specifications for bids in connection with the construction, alteration, or repair of public works where the public agency finds that a particular product should be designated in order to match other products in use on a particular public improvement or in order to obtain a necessary item that is only

NOW, THEREFORE, IT IS HEREBY DETERMINED AND ORDERED that this Board approves the sole-source purchase of Direct Digital Control system devices from Schneider Electric, TAC Xentra LON series (SmartStruxure) because Schneider Electric, TAC Xentra LON (SmartStruxure) is the only source for these devices meeting the District's needs and in order to achieve standardization and consistency in operations and maintenance of HVAC control systems at facilities throughout the District.

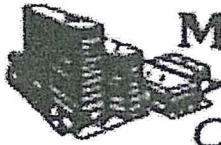
AYES: _____

NOES: _____

ABSENCES: _____

ATTEST:

Clerk to the Board of Trustees



MICHAEL HENLEY & CO.

CONSTRUCTION INSPECTION PROJECT MANAGEMENT

January 27, 2016

Re: Inspection Services Proposal –Carlmont S Wing Increment II, Carlmont Locker room/kitchen and MUR modernization and Carlmont portable building relocation

Dear Mr France:

We are very pleased to be asked to make this proposal for inspection services for Sequoia Union High School District at the Carlmont campus for the S Wing Increment II, Locker room/kitchen/MUR modernization and the portable building projects including all required DSA submittals including the 152 card.

Our services shall comply with all requirements of T-24 Part-1 relevant to "Continuous Inspection" and "Duties of the Inspector". Our intent is to supply an all inclusive service to protect the District from inherent defects. To insure that all contractor work is performed in compliance with the approved plans, specifications, change orders and applicable codes.

Based on one full time Class I DSA inspector starting 3.01.2016 and one Class II DSA inspector on a part time basis, as needed to satisfy DSA requirements during the portable building relocation project. We propose to perform the inspections services for a not to exceed sum of Three Hundred Nine Thousand Dollars (\$309,000.00) broken down per the following schedule. We will invoice monthly for actual hours worked at the Rate of Ninety Dollars (\$90.00) for the Class I and Eighty Dollars (\$80.00) for the Class II inspectors.

- | | | |
|---|---------------------------|---------------------------|
| A. Project #387: S-Wing New Classrooms Increment II | | |
| Class I Inspector | \$90/hour x 2,566.7 hours | \$231,000 |
| Start of project | 3.01.2016 | End of project 9.01.2017 |
| B. Project #388: Locker room, kitchen and MUR modernization | | |
| Class I Inspector | \$90/hour x 700 hours | \$63,000 |
| Start of project | 6.01.2016 | End of project 10.01.2016 |
| C. Project #389: Installation of portable classroom from redwood to the lower campus. | | |
| Class II Inspector | \$80/hour x 187.5 hours | \$15,000 |
| Start of project | 6.01.2016 | End of project 9.01.2016 |

Michael Henley & Co. 10720 Porter Lane, San Jose, CA 95127
Phone (408) 499-2690 email geminiii@sbcglobal.net

The inspectors we propose for this project are Thad Glass, DSA Class I and Brad Williamson, DSA Class II. Their resumes are attached to this RFP as well as some letters of recommendation from Michael Henley & Company's previous clients and construction managers we have worked with.

* If additional inspection time commitment is caused by circumstances beyond the inspectors control such as extended project duration, or other reasons for which the district may, according to the contract documents, seek reimbursement from the contractor, we reserve the right to request a fair negotiation regarding additional compensation at the rates included above.

Please feel free to call me with any questions and/or comments.

Sincerely,

 3/2/16

Michael Henley

Accepted: _____

(Signature)

Date: _____

February 1, 2016

**SPENCER
ASSOCIATES**



architecture

Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

Re: Adjustment to Basic Service Fee Based on Final Construction Cost
A Wing, SUHSD Project# 166, Spencer Project # 10620

Attn: Regina Bronk/Louise Pacheco

The purpose of this letter is to record an adjustment to the Basic Service Fee on this project based on the final construction cost. The contract was completed by Sausal Corporation on September 30, 2015 for \$2,931,800. Our current Basic Service Fee was approved by the Board of Trustees on October 8, 2014 as part of our Master Agreement. This Basic Service Fee is based on the construction cost estimate of \$2,481,181, which represents a Basic Service Fee increase of \$42,864.00, based on OPSC sliding scale. This brings the Basic Service Fee to a total of \$291,762. Below is the percentage breakdown, for the Fee Adjustment as per Appendix C of our Master Agreement.

A-Wing Increment One Additional Fee Detail		
Additional Fee Distribution		\$
		42,864
Schematic Design	12%	\$5,144
Design Development	12%	\$5,144
Construction Documents	38%	\$16,288
Agency Approval	5%	\$2,143
Bidding or Negotiations	5%	\$2,143
Construction Admin	25%	\$10,716
Closeout	3%	\$1,286
<u>Additional Basic Service</u>		\$42,864
<u>Fee</u>		

A copy of Appendix C and, for reference purposes, analyses of revisions to the agreements, prepared by the District, which confirms our agreement with the Additional Basic Service Fee of \$42,864.

Respectfully,

SPENCER ASSOCIATES
Architects & Planners

By: Steven S. Bowers, President

January 21, 2016

Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

**SPENCER
ASSOCIATES**



Re: Adjustment to Basic Service Fee Based on Approved Construction Bid
A Wing, SUHSD Project# 109, Spencer Project # 10630

Attn: Regina Bronk/Louise Pacheco

The purpose of this letter is to record an adjustment to the Basic Service Fee on this project based on the accepted bid by Sausal Corporation. The contract was awarded by the District Board of Trustees on October 21, 2015 for \$7,321,316. Our current Basic Service Fee is based on the construction cost estimate of \$6,470,045, which represents a Basic Service Fee increase of \$51,076.00, based on OPSC sliding scale. This brings the Basic Service Fee to a total of \$526,779. Below is the percentage breakdown, for the Fee Adjustment as per Appendix C of our Master Agreement.

A-Wing Increment Two Additional Fee Detail		
Additional Fee Distribution		\$ 51,076
Schematic Design	12%	\$6,129
Design Development	12%	\$6,129
Construction Documents	38%	\$19,409
Agency Approval	5%	\$2,554
Bidding or Negotiations	5%	\$2,554
Construction Admin	25%	\$12,769
Closeout	3%	\$1,532
<u>Additional Basic Service Fee</u>		\$51,076

A copy of Appendix C and, for reference purposes, analyses of revisions to the agreements, prepared by the District, which confirms our agreement with the Additional Basic Service Fee of \$51,076.

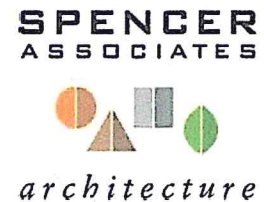
Respectfully,

SPENCER ASSOCIATES
Architects & Planners

By: Steven S. Bowers, President

January 21, 2016

Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062



Re: Proposal for Revisions to Agreements
Culinary Arts (Project #105), Room 128 (Project #103)
New Combined Project # 135 for Culinary Arts and Room 128 Construction Contract

Attn: Regina Bronk/Louise Pacheco

It is our understanding the District wishes to modify agreements for two projects we are currently working on at Sequoia High School and merge the balances with a New Project known as Culinary/Room 128 Construction Phase. The projects include the Culinary Arts and Room 128. Changes to the agreements include the following:

We have billed and have been paid for services provided in the schematic design, design development, DSA approval, and bidding phases for Culinary Arts and Room 128. These services were based on an estimated construction cost of \$600k for Room 128 and \$700k for Culinary Arts. The District has asked that we close these two projects and create a New Project for the construction phase of Room 128 and Culinary Arts. Doing so will reduce the estimated cost for Room 128 from \$600,000 to \$91,294 and Culinary from \$700,000 to \$60,862. This is based on a final construction cost of \$152,157 with Rodan Builders.

These two projects will be adjusted and any payments made over the new adjusted fee will reduce the New Project Fee. The balances remaining in the existing purchase orders will be retired. Purchase order # 75423, Culinary, will retire with a balance of \$23,240 for Basic Service and \$6,113 for Food Service. Purchase order #75422, Room 128, will retire with a balance of \$19,614.

The NEW Project (# 135) "Culinary Arts and Room 128 Construction phase" is based on a construction cost of \$1,618,384 with Sausal Corporation. The Basic Service Fee is \$185,522. This Fee will be reduced by \$93,388, which was paid in the prior projects, leaving a total Basic Service against this project of \$92,135. A new purchase order will be issued in the amount of \$92,135 for Basic Service and \$6,113 for Food Service for a total of \$98,247 for this New Project (# 135).

On the next page is the percentage breakdown for the Fee Adjustment based on Appendix C of our Master Contract.

Proposal for Revisions to Agreements
 Culinary Arts (Project #105), Room 128 (Project #103)
 January 21, 2016

Page 2

Culinary Arts and Room 128 Construction Phase Proj 135 Basic Svc		92,135
	Based on %	Amount
Schematic Design (13%) Add'l Fee	12%	11,056
Design Development (12%) Add'l Fee	12%	11,056
Construction Documents (38%) Add'l Fee	38%	35,011
Agency Approval (4.9%) Add'l Fee	5%	4,607
Bidding or Negotiation (4.9%) Add'l Fee	5%	4,607
Construction Admin (25%)	25%	23,034
Closeout	3%	2,764
Total Basic Svc Proposal for Proj 135	100%	92,135
Augmentations		
Total Food Svc Balance from Proj 105		6,113
Total Proposal for Project 135		98,247

The District's Board of Trustees approved our original combined contract on April 1, 2015 for a total of \$174,300. The new combined contract is now \$225,135. Board pending to approve the Fee increase of \$50,835

Attached is a copy of Appendix C to our Master contract and, for reference purposes, an analysis of revisions to the agreements, prepared by the District, which confirms a total increase of \$50,835.00 from original contract value.

Respectfully,

SPENCER ASSOCIATES
 Architects & Planners

by: Steven S. Bowers, President

***THE SEQUOIA UNION HIGH SCHOOL DISTRICT'S IMPACT
FEE REPORT FOR 2014-2015 AND FIVE YEAR IMPACT FEE
PLAN***

It is a requirement of Government Code Sections 66006 and 66001 that school districts provide certain financial information to the public each year. In addition, the governing board must review the information at its next regularly scheduled board meeting held no earlier than 15 days after the information becomes available to the public. Notice of the time and place of this meeting must be mailed at least 15 days prior to the meeting to anyone who has requested such notice. Developer fees are intended to be used for the construction and reconstruction (modernization) of school facilities to accommodate students from new development. Developer fees are not intended for general revenue purposes.

I. THE DISTRICT PROVIDES THE FOLLOWING INFORMATION IN COMPLIANCE WITH GOVERNMENT CODE SECTION 66006 FOR THE 2014-15 FISCAL YEAR

A. THE FEES REPORTED ARE LEVEL I AND LEVEL II FEES

B. AMOUNT OF DEVELOPER FEES

The fee amounts reported were authorized by the District's Board of Education. The fees partially mitigate the impact caused by new residential and commercial construction and do not adequately fund the District's school facility needs.

Amount of Fees Collected	Amount of Interest Earned
\$2,520,923	\$25,376

C. BEGINNING AND ENDING BALANCE OF ACCOUNT

	Fees
Beginning Balance (7/1/14)	\$4,398,996
Ending Balance (6/30/15)	\$3,975,778

D. FEES WERE EXPENDED FOR THE FOLLOWING PROJECTS IN FISCAL YEAR 2014-15

**SEQUOIA UNION HIGH SCHOOL DISTRICT
ITEMIZED FEE EXPENDITURES
2014-15**

Project Description	Percentage Funded with Fees	Amount
Menlo-Atherton F-Wing Classroom Addition	11%	\$483,000
Menlo-Atherton F13 & 14 Science Conversions	81%	\$772,000
Woodside High School G6 & E17 Science Renovation	92%	\$974,000
Architectural Services	100%	\$311,000
Three Modular Classrooms	100%	\$431,051

E. DURING THE 2015-16 FISCAL YEAR THE DISTRICT WILL COMMENCE CONSTRUCTION ON THE FOLLOWING PROJECTS IF SUFFICIENT FUNDS ARE COLLECTED

Project	Estimated/Actual Commencement Date
Traffic Mitigation And Transportation Improvements For School Growth	Fall 2015 and on-going
Furniture & Furnishings For New Construction	Fall 2015 and on-going
Equipment For New Classroom Facilities	Spring 2016 and on-going
Installation Of Replacement Portable At Carlmont	Summer 2016

The District has determined that funds are not sufficient to fund the following projects but anticipate the commencement on the following projects at a future date.

Project
Assorted phase III Facility Master Plan Projects at Carlmont, Menlo-Atherton, Sequoia, and Woodside High Schools

F. THE DISTRICT HAS TRANSFERRED OR MADE LOANS FROM THE ACCOUNT AS NOTED

No loans or transfers

Description of Interfund Transfer or Loan	Funds to Which Reportable Fees Are Loaned	Amount	Date Loan Repaid	Rate of Interest
N/A				

II. PROJECTS PROPOSED IN THE NEXT FIVE YEARS FOR WHICH FEES WILL BE EXPENDED

A. The fees are collected on new residential and commercial development within the District to fund school facilities required to serve students generated by new development. The fees will be used to fund construction and reconstruction (modernization) of school facilities and provide interim housing as necessary.

B. RELATIONSHIP BETWEEN FEES COLLECTED AND PURPOSE FOR WHICH THEY ARE COLLECTED

There is a reasonable relationship between fees charged and the need for construction and reconstruction (modernization) of school facilities. The School District does not have adequate facilities to accommodate students from new development. The fees collected do not exceed the cost of providing adequate school facilities.

C. SOURCES OF FUNDING

Source of Funding	Amount of Funding Anticipated to be Received to Complete Financing of School Facilities
1. State Funding Program Funds	\$ 1,400,000
3. Community Facilities Districts	\$0
4. General Obligation Bond Proceeds	\$246,000,000
6. Statutory School Facility Fees Level I	\$7,700,000
7. Alternative School Facility Fees Level II	\$0
8. Mitigation Payments	\$0
9. Certificates of Participation	\$0
Total Funding (Anticipated)	\$255,100,000

**SEQUOIA UNION HIGH SCHOOL DISTRICT
TO BE COMPLETED IN THE NEXT FIVE YEARS (2015-2020)**

PROJECT NAME: Temporary and Additional Short-Term Housing
Total Cost of Project: \$1,200,000

Estimated Cost of Project	Source of Funds	Anticipated Date to Commence Project
1. \$1,200,000	Impact Fees	Various

PROJECT NAME: New and reconfigured facilities and landscaping to accommodate growth
Total Cost of Project: \$ 2,000,000

Estimated Cost of Project	Source of Funds	Anticipated Date to Commence Project
1.\$2,000,000	Impact Fees	TBD

PROJECT NAME: Infrastructure Upgrades for growth
Total Cost of Project: \$ 1,000,000

Estimated Cost of Project	Source of Funds	Anticipated Date to Commence Project
1.\$1,000,000	Impact Fees	2016-2017

PROJECT NAME: Grass Field Replacement Project
Total Cost of Project: TBD (up to \$17,000,000 District Wide)

Estimated Cost of Project	Source of Funds	Anticipated Date to Commence Project
1. TBD	Impact Fees/Other Funds	

**RESOLUTION NO. 1571
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

**RESOLUTION SUPPORTING FINAL PLAN RECOMMENDED BY THE FOUR CORNERS
WORKING GROUP FOR IMPROVEMENTS ALONG ALAMEDA DE LAS PULGAS IN THE
VICINITY OF CARLMONT HIGH SCHOOL AND TIERRA LINDA MIDDLE SCHOOL**

WHEREAS, the existing Alameda de las Pulgas/San Carlos Avenue corridor experiences tremendous traffic congestion during the morning and afternoon commute periods; and

WHEREAS, four agencies with a vested interest in collaborating on a solution are the Cities of Belmont and San Carlos, the San Carlos School District, and the Sequoia Union High School District and have committed representation to the Four Corners Working Group; and

WHEREAS, the Four Corners Working Group has provided direction to a Traffic Consultant hired to evaluate existing conditions and propose alternatives to solve the problems; and

WHEREAS, the consultant has conducted a comprehensive investigation and facilitated numerous public meetings to get input and feedback on the solutions; and

WHEREAS, the preferred alternative will require contributions from each agency to enable construction of the improvements; and

WHEREAS, the Four Corners Working Group has given conceptual approval to the final plan and preferred alternative and seeks support from each agency's governing body for the purpose of gaining an advantage in submitting applications for grant funding; and

WHEREAS, most grant funding programs require a governing board resolution from the participating agencies and a commitment of local contributions to the completion of the proposed project.

NOW, THEREFORE BE IT RESOLVED, that the Sequoia Union High School District Board of Trustees supports the final plan recommended by the Four Corners Working Group for improvements along Alameda de las Pulgas in the vicinity of Carlmont High School and Tierra Linda Middle School.

PASSED, APPROVED AND ADOPTED this 9th day of March, 2016.

AYES: _____

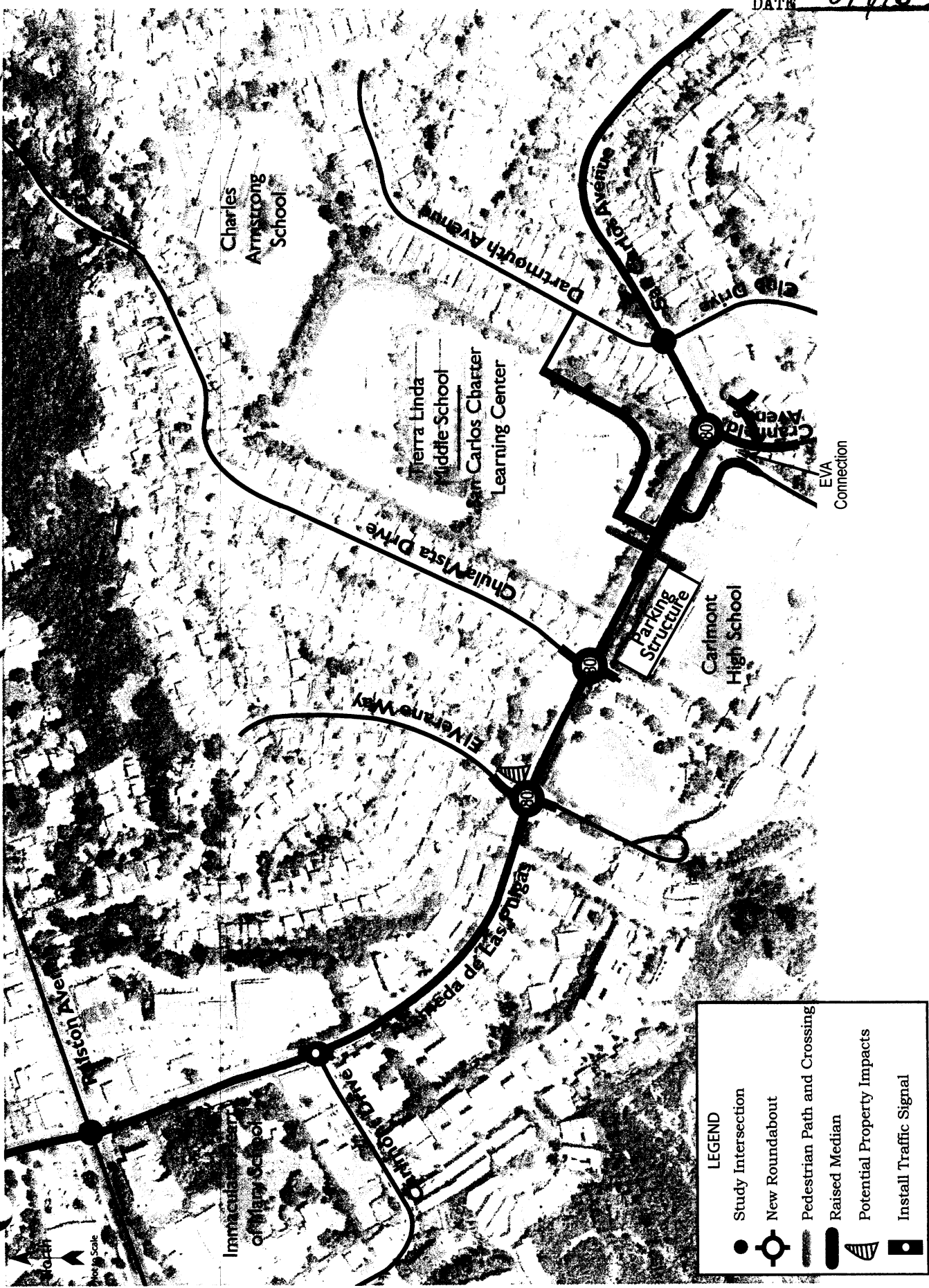
NOES: _____

ABSENCES: _____

ATTEST:

Clerk to the Board of Trustees

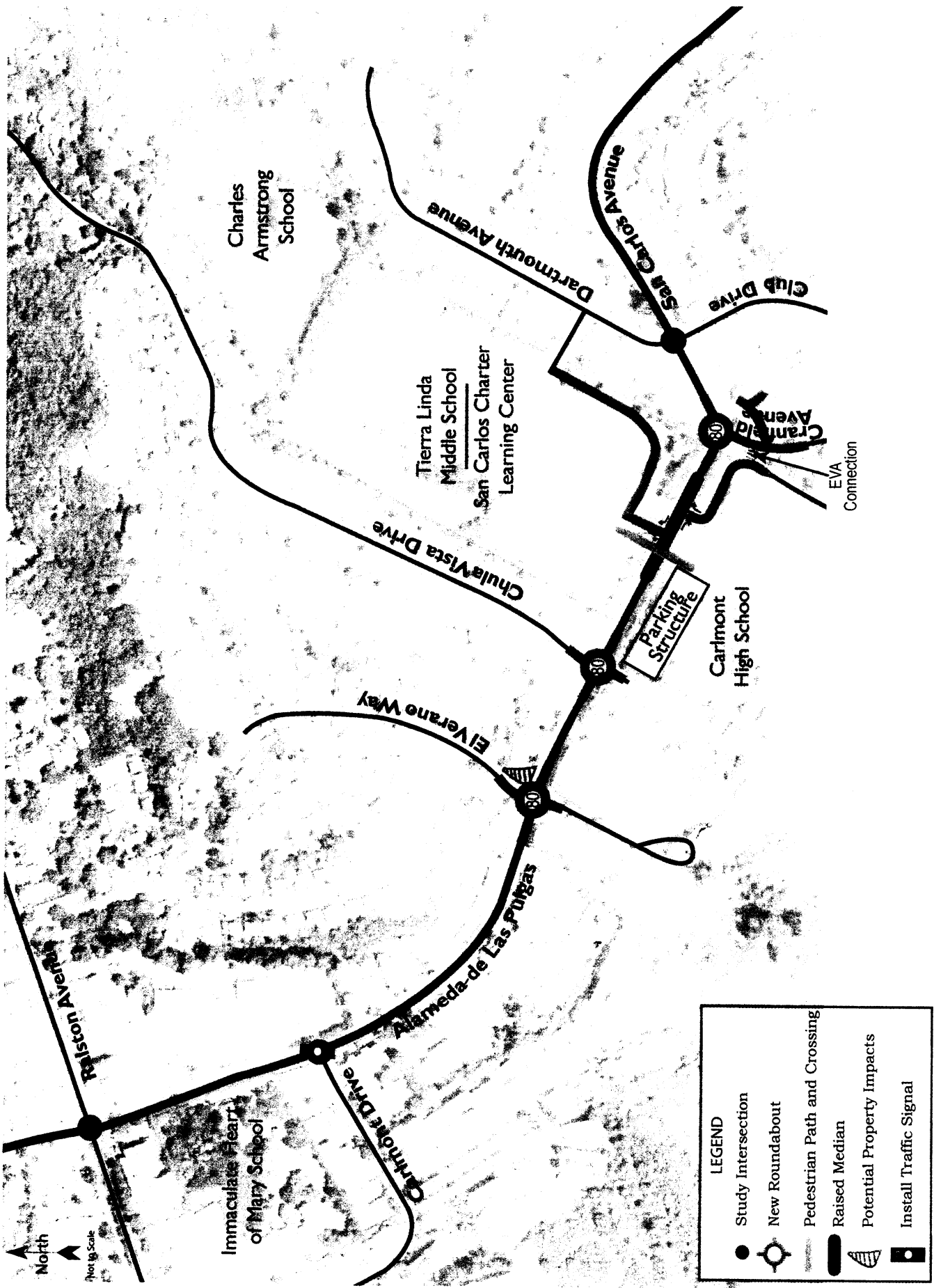




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Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 7 – Access Alternative #3B



Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 7 – Access Alternative #3B





Introduction

The *Four Corners Traffic Study* presents an analysis of the Alameda de las Pulgas-San Carlos Avenue corridor between Ralston Avenue and Dartmouth Avenue. The study focuses on both vehicle traffic operations and congestion in the corridor as well as access to local schools, access and safety for pedestrians and bicyclists. The study corridor is shown in Figure 1.


Background

The Alameda de Las Pulgas (ADLP)-San Carlos Avenue corridor serves as the main thoroughfare for residents heading to retail destinations in San Carlos and Belmont as well as regional destinations on US 101 and Interstate 280 (I-280). The corridor is also heavily used by commuters from Belmont and San Carlos heading to their employment destinations or the Caltrain stations in each city. The corridor serves a significant volume of peak hour traffic as this project area serves many regional destinations as well as the schools.

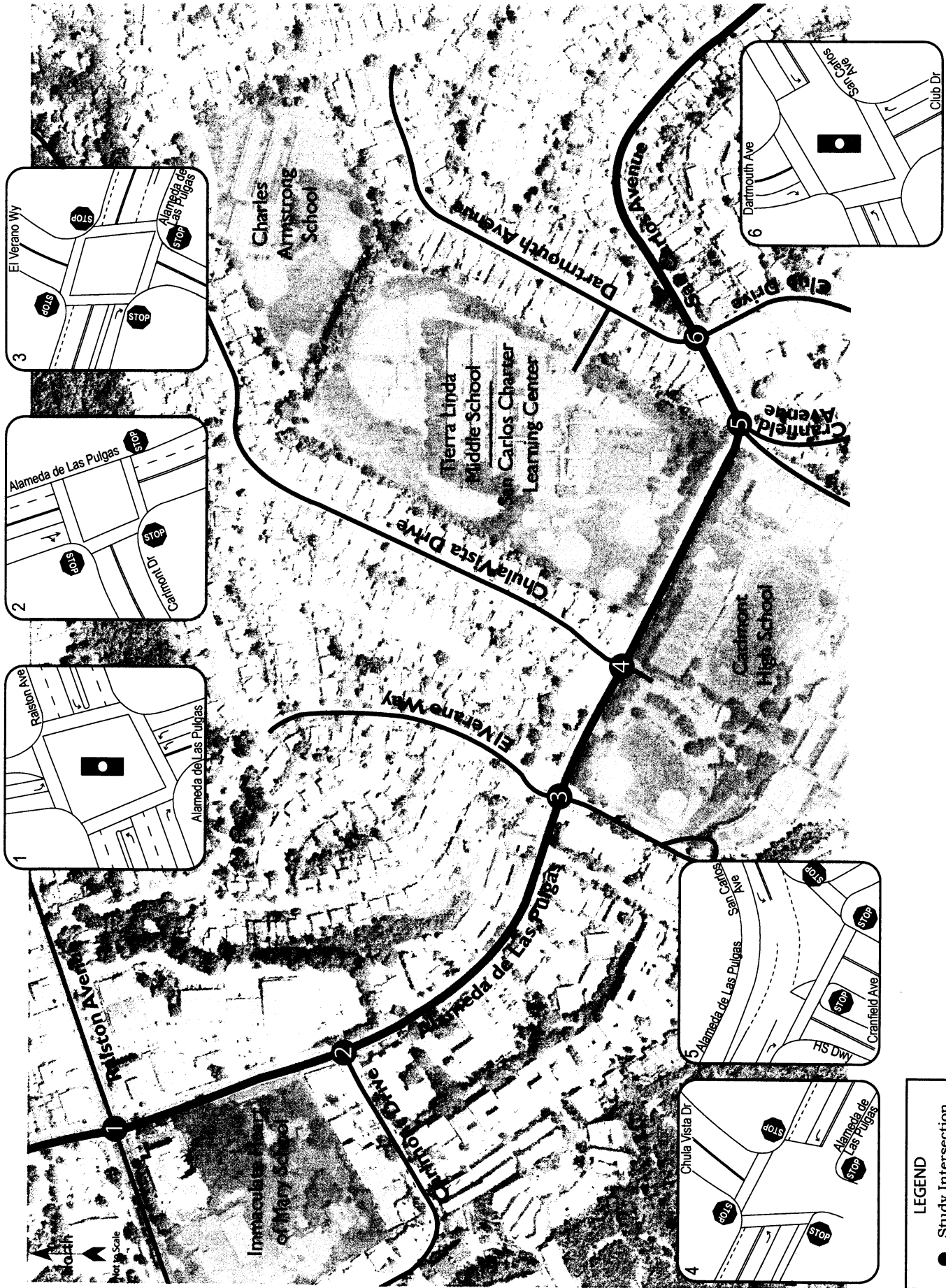
During the school year, the corridor is heavily congested due to traffic accessing Carlmont High School, Immaculate Heart of Mary School, Charles Armstrong School, and Tierra Linda Middle School. In the morning peak period southbound queues on Alameda de Las Pulgas extend from Dartmouth Avenue to Carlmont Drive while northbound queues extend from Carlmont Drive to Dartmouth Avenue. Westbound queues on the Carlmont High School driveway extend 400 feet away from Alameda de Las Pulgas while queues on Dartmouth Avenue and Club Drive extend several blocks from the San Carlos Avenue/Dartmouth Avenue intersection. Queues in the p.m. peak hour are similar but less severe due to differences in overall peak travel times as well as school peak travel times and bell schedules.

The all-way stop-controlled intersections of Alameda de Las Pulgas/Chula Vista Drive and Alameda de Las Pulgas/El Verano Way cause substantial congestion as drivers and pedestrians must determine who has the right of way depending on order of arrival, a process that can be confusing during periods of high demand.

Carlmont High School has entrances from Alameda de Las Pulgas at Cranfield Avenue, Chula Vista Drive, and El Verano Way. The left-turn lanes on Alameda de Las Pulgas to the school function well and do not cause delay to traffic traveling through the corridor; however drivers exiting the school site are generally delayed by the congestion along the corridor. As a result, drivers drop off and pick up students along Alameda de Las Pulgas. Drivers also use Chula Vista Drive, Club Drive and the church parking lot off of Club Drive to pick up/drop off students.

Dartmouth Avenue provides vehicular and pedestrian access to Tierra Linda Middle School, which is located 300 feet from the San Carlos Avenue intersection. The San Carlos Avenue/Dartmouth Avenue intersection experiences heavy congestion during school peak hours. School-destined traffic backs up from the middle school and along Dartmouth Avenue, spilling back beyond the San Carlos Avenue intersection. Traffic leaving the middle school backs up from the signal at San Carlos Avenue to the middle school.  a result of this traffic congestion, parents drop off and pick up students on Club Drive, in the church parking lot, or along San Carlos Avenue. Substantial numbers of pedestrians then need to cross the San Carlos Avenue/Dartmouth Avenue intersection, which in turn further constrains traffic flow through the intersection.

Pedestrians at school bell times are abundant as they walk to/from home or transit and are dropped off and picked up along nearby streets. Pedestrian crossing movements at the signalized Dartmouth Avenue intersection are managed reasonably well, but right-turning traffic must yield to pedestrian crossings, substantially reducing the intersection's capacity to handle vehicle demands. Conditions are worse at the stop-sign controlled intersections along Alameda de Las Pulgas where drivers and pedestrians must understand and apply right of way rules, often resulting in delays as users wait for others who are waiting for them.



LEGEND
 ● Study Intersection

Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 1 – Study Area and Lane Configurations



Project Goals

The goal of the study was to identify traffic improvements which would improve traffic safety and operations in the corridor with a focus on complete streets and safe routes to school principles. Potential solutions were focused on alternatives for school entrance/exits, reduction of vehicle congestion, bicycle access, safe pedestrian crossings, traffic control improvements, parking, transit and general transportation safety.

Process

The traffic study process has included numerous meetings with the Four Corners Technical Advisory group consisting of Councilmembers from the Cities of Belmont and San Carlos as well as board members from the two school districts, the San Carlos School District representing Tierra Linda Middle School and the Sequoia Union High School District representing Carmont High School. The process has also included workshops held at both the middle school and high school with neighbors and residents of both cities.

Transportation Setting

Study Area

The study area consists of the segments of Alameda de las Pulgas and San Carlos Avenue between Ralston Avenue and Club Drive-Dartmouth Avenue. The surrounding land uses include single-family and multi-family residential developments along the southern end of the corridor, together with several public and private schools including Carlmont High School (CHS), Tierra Linda Middle School, Immaculate Heart of Mary School and Charles Armstrong School. At the north end of the corridor is the Carlmont Shopping Center; located at the southeast corner of the intersection of Alameda de las Pulgas/Ralston Avenue with access to Alameda de las Pulgas. Figure 1 shows the study area for the Four Corners Traffic Study.

Study Area Roadways

Alameda de las Pulgas-San Carlos Avenue is a north-south arterial that connects the cities of Belmont and San Carlos. The road is currently a four-lane road between Ralston Avenue and Carlmont Drive, a three-lane road with a two-way left-turn lane between Carlmont Drive and Chula Vista Drive, and a two-lane road south of Chula Vista Drive. There is on-street parallel parking on most sections of the road, except for the west side of Alameda de las Pulgas at Carlmont High School where there is diagonal parking. The posted speed limit throughout the corridor in both the City of Belmont and the City of San Carlos is 30 mph. Previously, a road diet was completed on Alameda de las Pulgas in the City of Belmont, converting the road between Carlmont Drive and the Belmont City Limits from a four-lane road to a three-lane road with bicycle lanes.

Within the study area the corridor varies in its alignment. For the purposes of this study, it is considered to be north-south, and all cross-streets were assumed to be aligned east-west.

Ralston Avenue is an east-west arterial of the City of Belmont, and it is the main arterial for the city in the east-west direction connecting US 101 and SR 92. Ralston Avenue is a four-lane divided road west of Alameda de las Pulgas and transitions into a three-lane road east of the study corridor.

Carlmont Drive is a two-lane major collector in the City of Belmont serving local residences immediately southwest of the intersection of Alameda de las Pulgas-Ralston Avenue.

El Verano Way is a two-lane local road in the City of Belmont serving local residences immediately southeast of the intersection of Alameda de las Pulgas-Ralston Avenue. The west leg of El Verano Way serves as the northern access to CHS.

Chula Vista Drive is a two-lane major collector in the City of Belmont that connects Alameda de las Pulgas near CHS to Ralston Avenue near Notre Dame High School.

Cranfield Drive is a narrow local residential street located in the City of San Carlos which parallels the southern CHS access creating an awkward aligned intersection.

Club Drive is a two-lane collector in the City of San Carlos which provides access to the residential areas in the hills along the eastern frontage of Interstate 280. East of San Carlos Avenue, the street becomes Dartmouth Avenue.

Dartmouth Avenue is a local street serving nearby residents as well as Tierra Linda School and the San Carlos Charter School.

Study Intersections

The following six intersections were analyzed as part of the study:

1. Alameda de las Pulgas/Ralston Avenue (Traffic Signal)
2. Alameda de las Pulgas/Carlmont Drive (All-Way Stop)
3. Alameda de las Pulgas/El Verano Way (All-Way Stop)
4. Alameda de las Pulgas/Chula Vista Drive (All-Way Stop)
5. Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue-Carlmont High School Driveway (Side-Street Stop)
6. San Carlos Avenue/Dartmouth Avenue-Club Drive (Traffic Signal)

The locations of the study intersections and the existing lane configurations and controls are shown in Figure 1.

Study Time Period

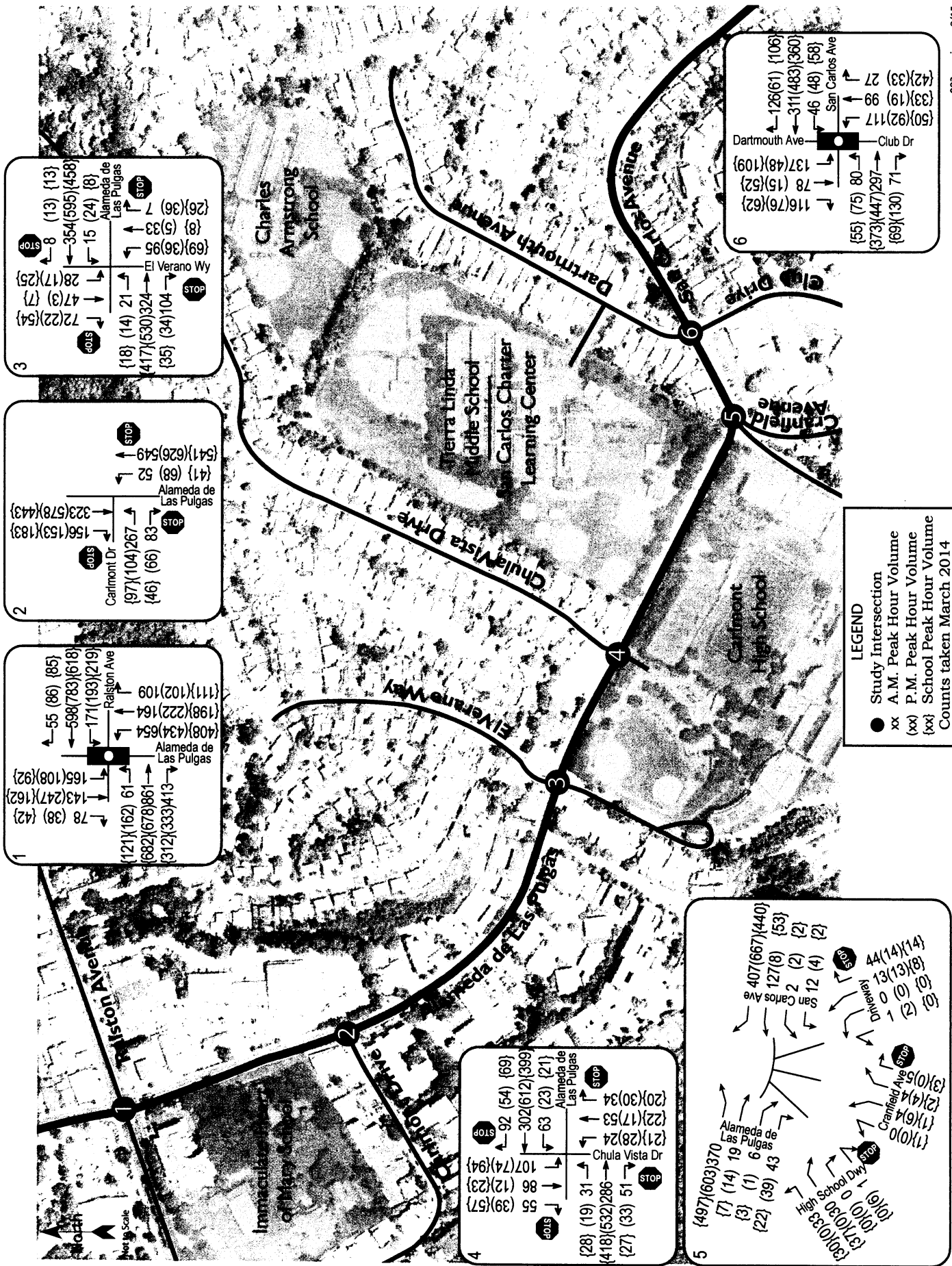
Operating conditions during the weekday a.m., school p.m. and p.m. peak periods were evaluated to capture the highest level of congestion along the corridor. The morning peak hour occurs between 7:00 and 9:00 a.m. and reflects conditions during the home to work or school commute, the school p.m. peak hour occurs between 2:00 and 4:00 p.m. and reflects conditions during the school student pick-up times, while the p.m. peak hour occurs between 4:00 and 6:00 p.m. and reflects the level of congestion during the homeward-bound commute.

Traffic Data Collection

For the purposes of the Four Corners Traffic Study, the following traffic data was collected:

- Turning movement counts at the study intersections for the a.m., school p.m., and p.m. peak periods.
- 24-hour daily machine counts were taken along the corridor at three locations. Locations include between Carlmont Drive and El Verano Way, between Chula Vista Drive and Cranfield Avenue, and south of Club Drive-Dartmouth Avenue.
- Travel time runs were conducted to record the actual travel time through the corridor at peak traffic periods.
- Queuing surveys were conducted at Alameda de las Pulgas-El Verano Way and Alameda de las Pulgas-Chula Vista Drive to assess the frequency of queue buildup at the two all-way stop-controlled intersections.
- Parking occupancy surveys were conducted for on-street parking along the corridor. In addition, because there is a strong presence of student parking along the corridor associated with Carlmont High School, parking occupancy surveys were conducted for off-street parking used by Carlmont High School students, including on-campus lots and the parking lot for the church southwest of Alameda de las Pulgas-San Carlos Avenue/ Cranfield Avenue-Carlmont High School Driveway.

Data was collected in March 2014, with the exception of parking occupancy surveys and queuing surveys, which were conducted in April 2014. All data was collected while schools were in session and students were not on class field trips. Existing peak hour traffic volumes are shown in Figure 2. Copies of the data collected are provided in Appendix A.



Alameda de Las Pulgas-San Carlos Avenue Corridor Study
 Figure 2 - Existing Traffic Volumes

Vehicular Operation - Corridor

Based on the 24-hour machine counts conducted, the ADT of Alameda de las Pulgas in Belmont is approximately 12,000 vehicles per day, and the ADT of San Carlos Avenue south of Club Drive-Dartmouth Avenue is approximately 10,500 vehicles per day. The 24-hour machine counts are summarized in Table 1.

Corridor Segment	Average Daily Traffic (vehicles per day)
Between Carlmont Dr and El Verano Way	12,500
Between Chula Vista Dr and Cranfield Ave	12,200
South of Club Dr-Dartmouth Ave	10,700

Travel Time

Travel time runs were conducted to assess the overall speed and delay of vehicular travel through the corridor. The northern limit of the travel time runs was at Ralston Avenue and the southern limit was at Kenton Avenue, one-quarter mile south of Club Drive-Dartmouth Avenue. This segment is approximately 0.9 miles long, and the posted speed limit throughout the study area is 30 mph.

The results of the travel-time runs are summarized in Table 2 and copies are provided in Appendix B. It should be noted that northbound travel times include delay from traffic signals at both Ralston Avenue and Club Drive-Dartmouth Avenue, while southbound travel times only include delays incurred at Club Drive-Dartmouth Avenue. During both the a.m. and school p.m. peak periods, a heavy peak in vehicular travel demand and pedestrian crossings coincided with school bell schedules at the neighboring schools. This resulted in maximum travel times through the corridor that were well above the average.

Scenario	Travel Time (mm:ss)	
	Average	Maximum
Northbound		
AM Peak	5:15	16:22
School PM Peak	4:28	7:15
PM Peak	5:35	8:27
Southbound		
AM Peak	3:27	6:19
School PM Peak	3:28	7:33
PM Peak	3:13	3:53

Intersection Levels of Service

The Existing Conditions scenario provides an evaluation of current corridor operation based on existing traffic volumes during the a.m., school p.m., and p.m. peak periods. A summary of the intersection level of service calculations is contained in Table 3. Copies of the Level of Service calculations are provided in Appendix C.

Table 3 – Existing Peak Hour Intersection Levels of Service

Study Intersection Approach	AM Peak		School PM Peak		PM Peak	
	Delay	LOS	Delay	LOS	Delay	LOS
1. Alameda de las Pulgas/Ralston Ave	45.4	D	40.1	D	43.1	D
2. Alameda de las Pulgas/Carlmont Dr	21.8	C	14.6	B	19.4	C
3. Alameda de las Pulgas/El Verano Way	19.3	C	22.3	C	42.8	E
4. Alameda de las Pulgas/Chula Vista Dr	26.3	D	27.6	D	**	F
5. Alameda de las Pulgas-San Carlos Ave/ Cranfield Ave-Carlmont HS Driveway	**	F	**	F	1.1	A
<i>Eastbound Approach (combined Cranfield- CHS entrance)</i>	**	<i>F</i>	**	<i>F</i>	35.3	<i>E</i>
6. San Carlos Ave/Club Dr-Dartmouth Ave	30.2	C	25.9	C	20.3	C

Notes: Delay is measured in average seconds per vehicle; LOS = Level of Service; Results for minor approaches to two-way stop-controlled intersections are indicated in *italics*; ** = delay greater than 120 seconds

Future Conditions

Future traffic forecasts for the horizon year of 2035 were obtained from the San Mateo Countywide gravity demand model, which is maintained by the City/County Association of Governments of San Mateo County (C/CAG). The C/CAG model is built off of a regional model developed by the Santa Clara Valley Transportation Authority (VTA). The VTA model includes a focused traffic analysis zone (TAZ) system that is consistent with the TAZ structure used by the San Mateo Countywide models developed by C/CAG. The VTA model is based on socioeconomic data sets including population, households, income and jobs.

The overall 25-year growth rate for the intersection of Alameda de las Pulgas/Ralston Avenue was determined to be a factor of approximately 1.35, which translates to 1.2 percent per year. This level of growth is typical for most arterials in the area. At all other intersections on the study corridor, the growth assumed in the traffic model forecast was found to be unrealistically high, with some segment volumes forecasted to increase threefold or more by 2035. The model forecasted that large amounts of traffic would use the Alameda de las Pulgas-San Carlos Avenue corridor as a regional cut-through route. Because the capacity of the corridor and the street system that would deliver the traffic to the corridor is not expected to be able to accommodate such large increases in traffic, future traffic volumes for the other study intersections were developed instead using the overall growth rate assumed at the intersection of Alameda de las Pulgas/Ralston Avenue (1.35). Future intersection operating conditions using this growth factor are summarized in Table 4.

Table 4 – Future Peak Hour Intersection Levels of Service

Study Intersection <i>Approach</i>	AM Peak		School PM Peak		PM Peak	
	Delay	LOS	Delay	LOS	Delay	LOS
1. Alameda de las Pulgas/Ralston Ave	79.7	E	77.4	E	82.0	F
2. Alameda de las Pulgas/Carlmont Dr	64.5	F	36.0	E	63.2	F
3. Alameda de las Pulgas/El Verano Way	79.1	F	95.0	F	**	F
4. Alameda de las Pulgas/Chula Vista Dr	115.9	F	119.2	F	**	F
5. Alameda de las Pulgas-San Carlos Ave/ Cranfield Ave-Carlmont HS Driveway	**	F	**	F	10.4	B
<i>Eastbound (NAME) Approach</i>	**	F	**	F	**	F
6. San Carlos Ave/Club Dr-Dartmouth Ave	63.5	E	74.1	E	60.4	E

Notes: Delay is measured in average seconds per vehicle; LOS = Level of Service; Results for minor approaches to two-way stop-controlled intersections are indicated in *italics*; ** = delay greater than 120 seconds

Queuing

As part of the data collection effort, queuing surveys were conducted for the two all-way stop-controlled intersections on Alameda de las Pulgas (El Verano Way and Chula Vista Drive) near Carlmont High School. Results from the queuing surveys are indicated in Table 5. The largest vehicle queues were observed during the a.m. peak, when student drop-off occurred at the various schools nearby. The queuing results are summarized in Appendix D.

Table 5 – Queuing Survey Results

Intersection <i>Approach</i>	Queue Length (# of Cars)					
	AM Peak		School PM Peak		PM Peak	
	Avg	Max	Avg	Max	Avg	Max
3. Alameda de las Pulgas/El Verano Way						
Northbound Approach	7	15*	2	3	3	4
Southbound Approach	10	31	5	8	4	8
Westbound Approach	2	4	0	0	0	0
4. Alameda de las Pulgas/Chula Vista Dr						
Northbound Approach	18	29	4	5	9	20
Southbound Approach	8	14*	4	4	4	6
Westbound Approach	4	19	1	1	0	1

Notes: Avg = Average; Max = Maximum; * Maximum queue extends to next intersection

Traffic Signal Warrant Analysis

Peak Hour Warrant

Signal warrant analyses were conducted for the four unsignalized study intersections using the methodology published in the *California Manual on Uniform Traffic Control Devices (CA-MUTCD)*, California Department of Transportation (Caltrans), 2012. For the purposes of this study, Warrant 3, the

Peak Hour Volume Warrant, which determines the need for signalized traffic control based on the highest volume hour of the day, was applied. The four unsignalized intersections include:

2. Alameda de las Pulgas/Carlmont Drive
3. Alameda de las Pulgas/El Verano Way
4. Alameda de las Pulgas/Chula Vista Drive
5. Alameda de las Pulgas-San Carlos Avenue/Cranfield Ave/Carlmont High School Driveway

The Peak Hour Volume Warrant was used in conjunction with the operational analysis to determine the potential need for signalization under Existing Conditions. The results indicate that the Peak Hour Volume Warrant is satisfied for at least one peak period by existing volumes at the intersections of Alameda de Las Pulgas/Carlmont Drive and Alameda de Las Pulgas-San Carlos Avenue/Cranfield Avenue-Carlmont High School Driveway. The results are presented in Table 6 and copies of the warrant calculations are provided in Appendix E.

Table 6 – Peak Hour Traffic Signal Warrant Analysis Results

Study Intersection	Existing Conditions Peak Hour Warrant: Satisfied?		
	AM Peak	School PM Peak	PM Peak
2. Alameda de Las Pulgas/Carlmont Dr	Yes	No	Yes
3. Alameda de Las Pulgas/El Verano Way	No	No	No
4. Alameda de Las Pulgas/Chula Vista Dr	No	No	No
5. Alameda de Las Pulgas-San Carlos Ave/ Cranfield Ave/Carlmont HS Driveway	Yes	No	No

School Crossing Traffic Signal Warrant

Due to the presence of school crossings and the proximity to schools in the neighborhood, the CA-MUTCD School Crossing Traffic Signal Warrant was also considered. Per the CA-MUTCD, a traffic signal shall be considered when an engineering study “of the frequency and adequacy of gaps in the vehicular traffic stream as related to the number and size of groups of school children at an established school crossing across the major street shows that the number of adequate gaps in the traffic stream during the period when the schoolchildren are using the crossing is less than the number of minutes in the same period and there are a minimum of 20 school children during the highest crossing hour.”

The School Crossing warrant was evaluated for the following three unsignalized study intersections that have marked school crossings that cross the major street, Alameda de Las Pulgas:

2. Alameda de Las Pulgas/Carlmont Drive
3. Alameda de Las Pulgas/El Verano Way
4. Alameda de Las Pulgas/Chula Vista Drive

Based on the pedestrian counts at the study intersections, there are more than 20 pedestrians crossing in each of the marked school crosswalks on Alameda de las Pulgas at the three study locations indicated. However, since all the approaches at the three unsignalized intersections are stop controlled, adequate gaps exist in the traffic stream and therefore, the School Crossing Traffic Signal Warrant is not satisfied for any of the unsignalized intersections.

Pedestrian Network

Existing Pedestrian Facilities

Existing pedestrian facilities within the Alameda De Las Pulgas-San Carlos Corridor include sidewalks, crosswalks, crosswalk enhancements, curb ramps, and pedestrian signal phases at signalized intersections.

Sidewalks

Sidewalks are generally provided on both sides of the street along the study corridor. One notable exception is the east side of Alameda de las Pulgas between Chula Vista Drive and the San Carlos City limits along the TLMS property, where there are currently no sidewalks.

Crosswalks

Pedestrian crosswalks, along with curb ramps, are generally provided at all intersections along the study corridor. At signalized intersections, pedestrian signal equipment including pedestrian signals and pedestrian push-buttons. Uncontrolled crosswalks along the corridor include crosswalks at the Carlmont Village driveway and at the intersection of Alameda de las Pulgas/Garden Court. All uncontrolled crosswalks along the corridor are equipped with in-roadway warning lights and enhanced signs. The crosswalk locations throughout the corridor are summarized in Table 7.

Table 7 – Intersection Crosswalks

Cross-Street	North Leg	East Leg	South Leg	West Leg
1. Ralston Ave	School	School	School	School
Carlmont Village Driveway	None	None	Ladder*	n/a
2. Carlmont Dr	School	Standard	Standard	n/a
Garden Ct	None	n/a	Standard*	Standard
3. El Verano Way	School	School	School	School
4. Chula Vista Dr	School	School	None	School
5. Cranfield Ave-Carlmont HS Driveway	None	n/a	None	School
6. Club Dr-Dartmouth Ave	School	School	None	School

Notes: Standard = standard crosswalk; School = school crosswalk; Ladder = high-visibility ladder crosswalk; n/a = 4th leg of a tee-intersection; * = uncontrolled enhanced crosswalk with in-roadway warning lights and enhanced signs

Existing Pedestrian Crossing Demand

As part of the data collection effort, pedestrian crossings were counted at the study intersections during peak hours. Pedestrian volumes throughout the study corridor are highest during the a.m. and school p.m. peak periods. A majority of pedestrian traffic along the corridor travels on the west side of Alameda de las Pulgas-San Carlos Avenue south of Carlmont Drive. The peak crossing volume for each of the study intersections is summarized in Table 8.

Table 8 – Pedestrian Crossing Volumes

Study Intersection	AM Peak Hour				School PM Peak Hour				PM Peak Hour			
	N	E	S	W	N	E	S	W	N	E	S	W
1. ADLP/Ralston Ave	18	1	2	50	9	9	25	19	6	9	20	4
2. ADLP/Carlmont Dr	7	0	28	33	43	0	158	87	3	0	47	38
3. ADLP/EI Verano Way	118	0	28	201	32	10	16	256	1	3	4	37
4. ADLP/Chula Vista Dr	93	5	25	8	3	9	5	60	12	2	2	11
5. ADLP-San Carlos Ave/Cranfield Ave-Carlmont HS Driveway	3	0	0	441	0	0	1	302	10	0	0	23
6. San Carlos Ave/Club Dr-Dartmouth Ave	81	2	5	14	118	19	4	8	2	8	6	6

Notes: ADLP = Alameda de las Pulgas; N, E, S, and W = Pedestrians crossing volumes per hour across the north, east, south, and west legs of each intersection respectively; **Bold text** indicates pedestrian crossing volumes across crossings without marked crosswalks

Bicycle Network

Existing Bicycle Facilities

The *Highway Design Manual*, Caltrans, 2015, classifies bikeways into three categories:

- Class I Multi-Use Path – a completely separated right-of-way for the exclusive use of bicycles and pedestrians with cross flows of motorized traffic minimized.
- Class II Bike Lane – a striped and signed lane for one-way bike travel on a street or highway.
- Class III Bike Route – signing only for shared use with motor vehicles within the same travel lane on a street or highway.

In the Alameda de las Pulgas-San Carlos corridor, bike lanes exist between 150 feet south of Carlmont Drive and the Belmont-San Carlos city limits. Outside of the corridor, bike lanes are currently proposed on Ralston Avenue east of Alameda de las Pulgas, and bike lanes exist on San Carlos Avenue south of Beverly Drive, located one-half mile south of Club Drive, the southern limit of the study area.

According to the *San Mateo County Comprehensive Bicycle and Pedestrian Plan 2011*, and also the *San Carlos 2012 Bicycle Transportation Plan*, a Class III bicycle route is proposed on San Carlos Avenue between the northern City Limit at Cranfield Avenue and Beverly Drive, connecting existing Class II bicycle lanes already on Alameda de las Pulgas and on San Carlos Avenue.

The City of Belmont has recently completed a study of the Ralston Avenue Corridor, which includes recommendations of continuous bicycle lanes on Ralston Avenue east of Alameda de las Pulgas. The City of San Carlos is planning on installing bike “sharrow” markings on San Carlos Avenue between Dartmouth Avenue and Beverly Drive. These Class III improvements, which consist of a bike “sharrow” marking and white edgeline between the parking aisle and travel lane, should be installed by late 2015/ early 2016.

A summary of existing and planned bicycle facilities near the study area is shown in Table 9.

Table 9 – Bicycle Facility Summary

Status Facility	Class	Length (miles)	Begin Point	End Point
Existing				
Alameda de las Pulgas	II	0.4	Carlmont Dr	Belmont-San Carlos City Limits
Ralston Ave	II	0.8*	Academy Ave	South Rd
Planned				
Ralston Ave	II	0.9*	Alameda de las Pulgas	South Rd
San Carlos Ave	III	0.5	Dartmouth Avenue	Beverly Dr

Note: * Existing bike lanes on Ralston Avenue are intermittent and continuous bike lanes are proposed.

Source: *San Mateo County Comprehensive Bicycle and Pedestrian Plan, 2011*

Existing Bicycle Traffic Volumes

Existing bicycle travel near the corridor is currently limited, with approximately 10 to 15 bicycles arriving at each study intersection during the peak hour. There are currently no clear indications of concentrated areas of bicycle travel demand along the corridor.

Transit Operations

Transit facilities near the study corridor include regional rail service operated by Caltrain, and local bus service and paratransit operated by SamTrans. The nearest Caltrain stations are the Belmont Caltrain Station, located 1.25 miles east of the corridor near the intersection of El Camino Real/Ralston Avenue, and the San Carlos Caltrain Station, located two miles southeast of the corridor near the intersection of El Camino Real/San Carlos Avenue. Caltrain operates on weekdays between 5:30 a.m. and 11:00 p.m. and between 8:30 a.m. and 11:00 p.m. on weekends. All local trains, and approximately half of Limited-Stop trains, stop at the Belmont and San Carlos Caltrain stations.

SamTrans Route 295 operates on weekdays from 7:00 a.m. to 7:00 p.m. along the study corridor and provides a transit connection to the San Carlos Caltrain station. Stops along the transit corridor include stops at Ralston Avenue, Carlmont Village shopping center, Belmont Library south of Carlmont Drive, El Verano Way, and Club Drive-Dartmouth Avenue.

SamTrans Routes 260 operates on weekdays from 6:30 a.m. to 6:30 p.m. along the Ralston Avenue corridor and the Redwood Shores neighborhood east of US 101, with stops on the study corridor at Alameda de las Pulgas/Carlmont Drive. During the school a.m. and p.m. peaks, Route 260 runs along the Alameda de las Pulgas corridor, providing school transit service for students from the Redwood Shores neighborhood and along Ralston Avenue to the schools along the study corridor. Transit service along the Route 260 corridor is supplemented by Routes 67 and 261. Route 67 is supplemental transit service operating on school days only on the Route 260 route for the school a.m. and p.m. student pick-up and drop-off route, while Route 261 operates on a shortened Route 260 route on Saturdays between 9:00 a.m. and 7:00 p.m.

Parking Conditions

On-Street Parking

As part of the data collection effort, on-street parking demand data for the study corridor was collected. Parking is currently only provided on the west side of ADLP. The vast majority of on-street parking use

south of El Verano Way was observed to be student parking from CHS. A summary of the available on-parking supply and peak parking demand is indicated in Table 10.

Table 10 – On-Street Parking Summary

Section of Alameda de las Pulgas Corridor	On-Street Parking (Spaces)		
	Supply	Peak Demand	Time of Peak
ADLP (Ralston Ave to Carlmont Dr)	4	4	2:00 p.m.
ADLP (Carlmont Dr to El Verano Way)	28	27	11:00 a.m.
ADLP (El Verano Way to Chula Vista Dr)	4	4	School Hours
ADLP (Chula Vista Dr to CHS Dwy/Cranfield Ave)	34	34	School Hours
Club Dr (within 1,000 feet of San Carlos Ave)	50	46	School Hours
Chula Vista Dr (ADLP to Fernwood)	60	53	School Hours
El Verano (ADLP to Alomar Way)	25	25	School Hours
Veraga Dr	38	38	School Hours
Total	243	231	

Note: ADLP = Alameda de las Pulgas

Off-Street Parking

Because of the prevalence of student parking observed on-street, data was also collected for off-street lots in the Carlmont High School campus as well as the Methodist Church parking lot southwest of Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue/Carlmont High School Driveway, where student parking was also observed. A summary of the available off-parking supply and peak parking demand is indicated in Table 11.

Table 11 – Off-Street Parking Summary

Parking Lot	Off-Street Parking (Spaces)		
	Supply	Peak Demand	Time of Peak
North Parking Lot	123	116	9:00 a.m.
South Parking Lot	101	78	1:00 p.m.
Other Lots	150	146	
Methodist Church Lot	70*	50	1:00 p.m.
Total	444	390	

Note: * Some parking spaces were signed "No Student Parking" and were not included in count

Parking Summary

It is estimated that CHS currently generates approximately 610 parked vehicles including 340 on campus, 50 in the church lot and 220 on adjacent streets. With a potential increase of 300 students, an additional 86 parked vehicles are expected to be generated, increasing the demand to parking for 696 vehicles.




School Drop-off/Pick-up

Due to the proximity of the many schools surrounding the study corridor, traffic patterns during the a.m. and school p.m. peak periods are heavily influenced by the pick-up and drop-off patterns of each school. A meeting was held with school representatives on April 8, 2014 to discuss and observe school safety issues. Based on the meeting with school staff, field notes from a site visit and a school walking audit, the following school pick-up and drop-off traffic patterns were observed:

Carlmont High School

Students from CHS who do not drive themselves to and from school are picked up at several locations throughout the campus, including drop-off and pick-up locations in a turnaround west of El Verano Way, the north parking lot which is accessed from a driveway located at Alameda de las Pulgas/Chula Vista Drive, and the south parking lot which has access from Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue-Carlmont High School Driveway. Other observed drop-off and pick-up locations for Carlmont High School students include a church parking lot on the northeast corner of Alameda de las Pulgas/Chula Vista Drive, street parking at Cranfield Avenue, and a church parking lot on the southwest corner of Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue-CHS Driveway.

Students driving to and from school with parking permits are allowed onto two on-campus parking lots, including the north parking lot at Alameda de las Pulgas/Chula Vista Drive and the south parking lot near Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue-Carlmont High School Driveway.



Students without parking permits who drive to and from school typically utilize on-street parking, including angled parking on Alameda de las Pulgas on the Carlmont High School Frontage, Chula Vista Drive, and El Verano Way. Students were also observed parking in the Methodist Church parking lot, and a small number of students were observed parking in the 90-degree parking located between Tierra Linda Middle School and Dartmouth Avenue.

Tierra Linda Middle School-San Carlos Charter School

Tierra Linda Middle School shares their campus with the San Carlos Charter School and both are located off of Dartmouth Avenue.

Because the two schools share a campus, student pick-up and drop-off patterns are similar for both schools. Student drop-off and pick-up typically occurs on-site, where a vehicular loop directs parents to the drop-off and pick-up area. In addition, some drivers use street parking on Club Drive or the church parking lot located on the northeast corner of San Carlos Avenue/Club Drive-Dartmouth Avenue as an unofficial school drop-off and pick-up area. As a result, the signalized school crossing of San Carlos Avenue at Club Drive-Dartmouth Avenue is extremely popular among students.

Public Outreach

Four Corners Working Group

The process followed in developing the recommendations in this report has included eight meetings with the Four Corners Working Group, which consists of elected officials from the Cities of Belmont and San Carlos as well as board members and administration from Soquoia Union High School District representing Carlmont High School and San Carlos Elementary School District representing Tierra Linda Middle School. This group provided guidance and input throughout the process on school access, public outreach, alternative treatments, and preferred modifications. The Working Group meetings were noticed public events at which comments were taken from the public in attendance. Meetings for the Four Corners Traffic Study were held on the following dates:

- June 4, 2014
- August 8, 2014
- November 3, 2014
- December 1, 2014
- February 5, 2015
- March 30, 2015
- June 9 2015
- November 3, 2015

Meeting minutes from these discussions are included in Appendix F.

School Walking Audits

School walking audits and meetings with school administrative staff took place on April 8, 2014 at both Carlmont High School and Tierra Linda Middle School. The meetings included a field review with staff to observe pick-up/drop-off and pedestrian activity leaving the site after school. Observation of the morning arrival and drop-off also occurred prior to this date.

Workshops

Two workshops were held to present the alternatives to the public:

- Workshop #1 was held on March 12, 2015 at Carlmont High School.
- Workshop #2 was held on April 30, 2015 at Tierra Linda Middle School.

Meeting announcements, sign-in sheets, presentations, and input on alternatives are included in Appendix G.



Issues to Address


Transportation Issues

As part of the analysis of traffic data, field observations, meetings with each of the schools and discussions with the Four Corners Technical Advisory Committee, the following critical issues were noted which needed to be addressed as part of the study.

- The intersection of Alameda de las Pulgas-San Carlos Avenue/Cranfield Avenue has a curved alignment with wide pavement areas which results in some vehicle conflicts and driver confusion.
- The Carlmont High School (CHS), Cranfield Avenue and church driveway parallel street configuration approaching Alameda de las Pulgas-San Carlos Avenue creates additional conflicts at the intersection.
- Traffic volumes at the Alameda de las Pulgas (ADLP)-San Carlos Avenue/Cranfield Avenue-Carmont High School intersection warrant enhanced traffic control.
- Tierra Linda Middle School (TLMS) generates excessive traffic on the residential oriented street, Dartmouth Avenue.
- CHS generates significant pedestrian activity to/from the south with students parking on adjacent streets and the church parking lot.
- CHS generates significant pedestrian activity in the area around Cranfield Avenue with students crossing the wide pavement areas in numerous locations.
- CHS generates significant pedestrian activity to/from the east and north with students walking to Carlmont Shopping Center in the afternoon.
- The all-way stop controls at the intersections of ADLP/Carlmont Drive, ADLP/EI Verano Way and ADLP/Chula Vista Drive are the primary source of congestion and queuing on the corridor.
- ADLP/Chula Vista Drive does not currently warrant enhanced traffic control but will operate with increased congestion and queuing with increased traffic in the future.
- The ADLP/EI Verano Way intersection does not currently warrant enhanced traffic control but will operate with increased congestion and queuing with increased traffic in the future.
- Traffic volumes at the ADLP/Carlmont Drive intersection currently warrant enhanced traffic control such as a traffic signal.

Mini-Roundabouts

Background

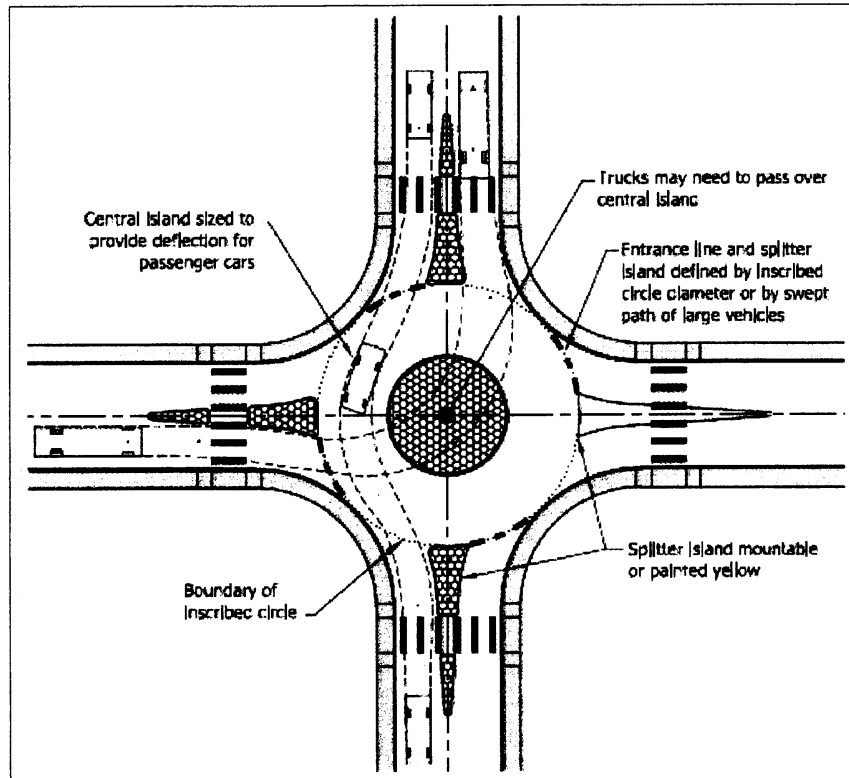
Alternatives for the corridor included consideration of Mini-Roundabouts, so background information on this traffic control option was developed since it not used as frequently as traffic signals. Mini-Roundabouts are small roundabout intersections with a fully traversable central island. They are most commonly used in low-speed urban environments with average operating speeds of 30 mph or less. They can be useful in such environments where conventional roundabout design is precluded by right-of-way constraints. In retrofit applications, mini-roundabouts are relatively inexpensive because they typically require minimal additional pavement at intersecting roads and minor widening at the corner curbs.  e information on roundabouts can be found in *Roundabouts: An Informational Guide*, NCHRP Report 672.

Characteristics of Mini-Roundabouts

A mini-roundabout is a type of intersection that can be used at physically-constrained locations in place of stop-controlled or signalized intersections to help improve safety problems and reduce excessive delays at minor approaches. Mini-roundabouts generally have an inscribed circle that is small enough to stay within the existing right-of-way (or within the existing curb lines if adequate space is available). Mini-roundabouts operate in the same manner as larger roundabouts, with yield control on all entries and counterclockwise circulation around a mountable (traversable) central island.

Mini-roundabouts are distinguished from neighborhood traffic circles primarily by their traversable islands and yield control on all approaches, which allows them to function as other roundabouts do. Neighborhood traffic circles are typically built at the intersections of local streets for reasons of traffic calming and/or aesthetics. They typically are operated as two-way or all-way stop-controlled intersections and frequently do not include raised channelization to guide approaching traffic into the circulatory roadway. At some neighborhood traffic circles, left-turning vehicles must turn in front of the central island, potentially conflicting with other circulating traffic.

To help promote safe operations, the design of mini-roundabouts generally aligns passenger cars on the approach in such a way as to naturally follow the circulatory roadway and minimize running over the central island to the extent possible. Due to the small footprint, large vehicles are typically required to over-run the fully traversable central island.



Design Features of a Mini-Roundabout

Benefits of Mini-Roundabouts

Mini-roundabouts are emerging in the United States as a potential intersection type. They may be an optimal solution for a safety or operational issue at an existing stop-controlled or signalized intersection where there is insufficient right-of-way for a standard roundabout installation. The benefits of mini-roundabouts and some constraining factors are described below.

- **Compact size** – A mini-roundabout can often be developed to fit within existing right-of-way constraints. Note that mini-roundabouts are generally not recommended for intersections with more than four legs. However, in some cases there may be adequate spacing between legs to allow for two closely-spaced mini-roundabouts.
- **Operational Efficiency** – A mini-roundabout may provide less delay for a critical movement or for an overall intersection in comparison to other intersection alternatives. However, as with all roundabout types, mini-roundabouts do not provide explicit priority to specific users such as trains, transit, or emergency vehicles.
- **Traffic Safety** – Mini-roundabouts have been used successfully in the U.K. to improve safety at intersections with known crash problems, with reported crash rate reductions of approximately 30 percent as compared to signalized intersections.
- **Traffic Calming** – Designed properly, a mini-roundabout reduces speeds and can be implemented as part of a broader traffic calming scheme. The low-speed environment also enhances the intersection for non-motorized users.

- Access Management – A mini-roundabout can be used to provide efficient access to a new or existing development. However, in the cases of large trucks and other large vehicles, the diameter may be too small to accommodate U-turn maneuvers that would be readily accommodated at a larger roundabout.
- Aesthetics – In comparison to full-size roundabouts, mini-roundabouts do not allow opportunities for landscaping in the central island. As with comparably sized traditional intersections, landscaping opportunities are limited to the periphery of the intersection.
- Environmental Benefits – A mini-roundabout may offer an environmental benefit compared to conventional intersections through reduced delay, fuel consumption, and vehicle emissions.



Menlo Park Mini-Roundabout



Alternatives

Design Considerations

- All alternatives included a new access from Tierra Linda Middle School (TLMS) to Alameda de las Pulgas (ADLP).
- If the ADLP/Cranfield intersection were to be reconfigured as a four-legged roundabout intersection with a TLMS access, the roundabout would need to be designed with a larger diameter, perhaps in the 120-foot range. This larger diameter and the roundabout design needs would require that the single family residence adjacent to the TLMS property be acquired.
- Mini-roundabouts with a smaller 80-foot diameter were considered where applicable. See previous section on Mini-Roundabouts.
- If the ADLP/Cranfield intersection were to be reconfigured with a roundabout alignment as a three legged intersection without access to TLMS, a smaller 80 to 90-foot mini-roundabout would be feasible; this could be constructed within the existing right-of-way. A conceptual design for the intersection with a mini-roundabout is included in Appendix H.
- If ADLP/Chula Vista Way were converted to a mini-roundabout, the high school driveway entrance on the south side would need to be slightly re-aligned.
- If ADLP/EI Verano Way were converted to a mini-roundabout, a small portion of the empty lot on the southeast corner would need to be acquired (across from the CHS baseball field).
- With a full four-way roundabout at Cranfield Avenue, the CHS access would need to be realigned with the connection to Cranfield Avenue moved south from its current position. This will present some constructability issues due to the change in grades and may result in a 12 percent grade for the realigned connection.
- With a smaller three-way roundabout at Cranfield Avenue, the CHS access is assumed to be realigned further to the west. The existing CHS connection at Cranfield Avenue is shown as an emergency vehicle access (EVA) connection only as it would have a grade change of approximately 8 percent.
- The existing pavement width on ADLP between Cranfield Avenue and Chula Vista Drive is approximately 48 feet. If drop-off/pick-up shoulders are provided either on one side of the street or both, the existing diagonal parking would need to be removed.
- All alternatives include new pedestrian sidewalks on the east side of ADLP between Cranfield Avenue and Chula Vista Way.



Alternative Descriptions

The following alternatives were evaluated with the various traffic control feature options developed to produce the most acceptable traffic operations possible. The objective of this effort was to develop traffic control alternatives to improve circulation, safety, and multi-modal transportation within the Four Corners project area. All of the alternatives include creating a second access point to Tierra Linda Middle School (TLMS) along Alameda de las Pulgas and improving safety and circulation through traffic controls at key intersections. Each alternative provides variations of traffic control measures at the study intersections including signalization, roundabouts, and turning restrictions.

The development of the alternatives evolved from the following:

- Analysis of the traffic data
- Issues identified during the field observations
- Input received at Community Workshops
- Input received from the Four Corners Subcommittee

The resulting alternatives for the study included the following:

- Alternative 1 – Four-Way Cranfield Intersection
- Alternative 2A – Midpoint Access to CHS and TLMS with Traffic Signal
- Alternative 2B – Midpoint Access to CHS and TLMS with Roundabout
- Alternative 3A – Midpoint Access to CHS and TLMS with Turn Restrictions
- Alternative 3B – Offset Midpoint Access to CHS and TLMS with Turn Restrictions

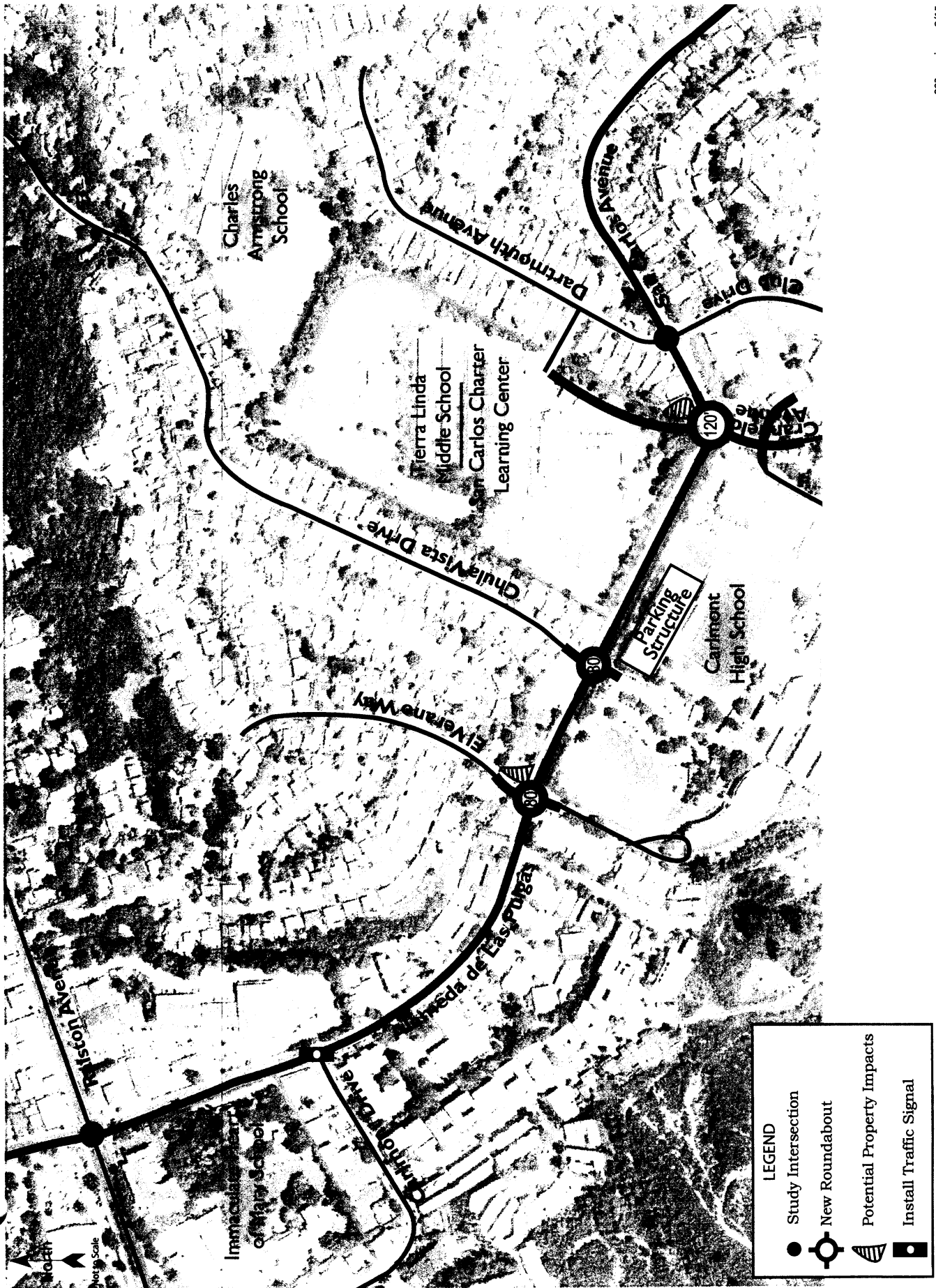
The alternatives are shown in Figures 3-7.

Access Alternative # 1 - Four-Way Cranfield Avenue Intersection

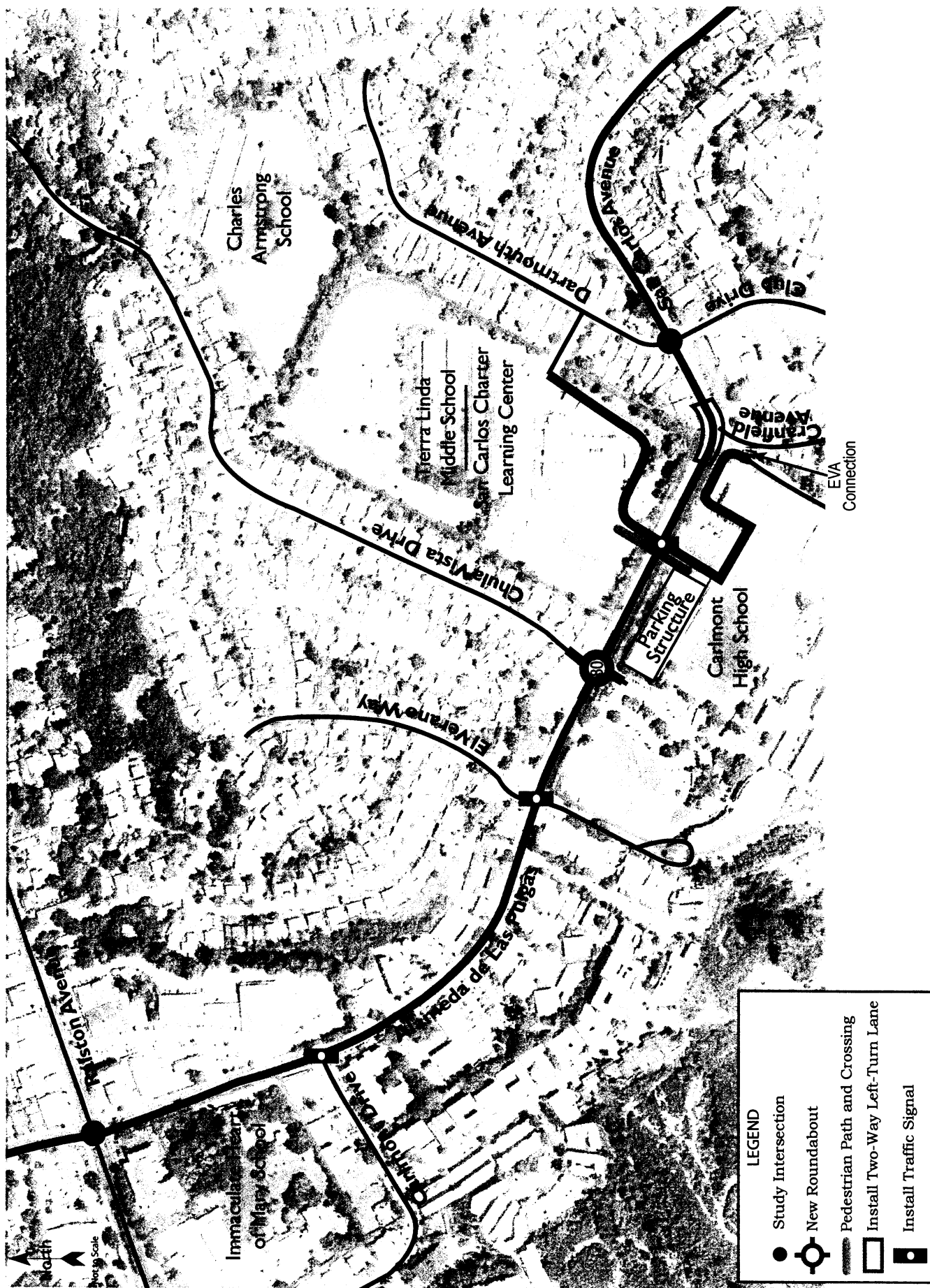
- The four locations with all-way stop- controls would be changed to either signals or roundabouts.
- ADLP/Cranfield Drive would be converted to a four-legged intersection with a full-size roundabout of approximately 120 feet in diameter.
- The four-way intersection at ADLP/Cranfield Avenue would include new access to TLMS.
- The south side of Cranfield Avenue intersection would require realignment of the CHS and Church access points since they currently all converge on the same side of ADLP.
- The parcel on the northeast corner adjacent to the Cranfield Avenue roundabout would need to be acquired.
- The intersections with Chula Vista Drive and El Verano Way would be controlled by mini-roundabouts.
- Some land would need to be acquired from the parcel on the northeast corner adjacent to the El Verano Way intersection.
- A signal would be installed at the Carlmont Drive intersection.
- A new eight-foot sidewalk would be installed on the TLMS side of ADLP.
- Parking would be removed along the front of Carlmont High School on Alameda de las Pulgas and be replaced with parallel parking or drop off space for 20 vehicles.
- Existing bike lanes would be maintained.
- The total cross section on ADLP would be 52 feet, which would require 4 feet of widening.

Access Alternative #2A - Midpoint Access to CHS and TLMS with Traffic Signal

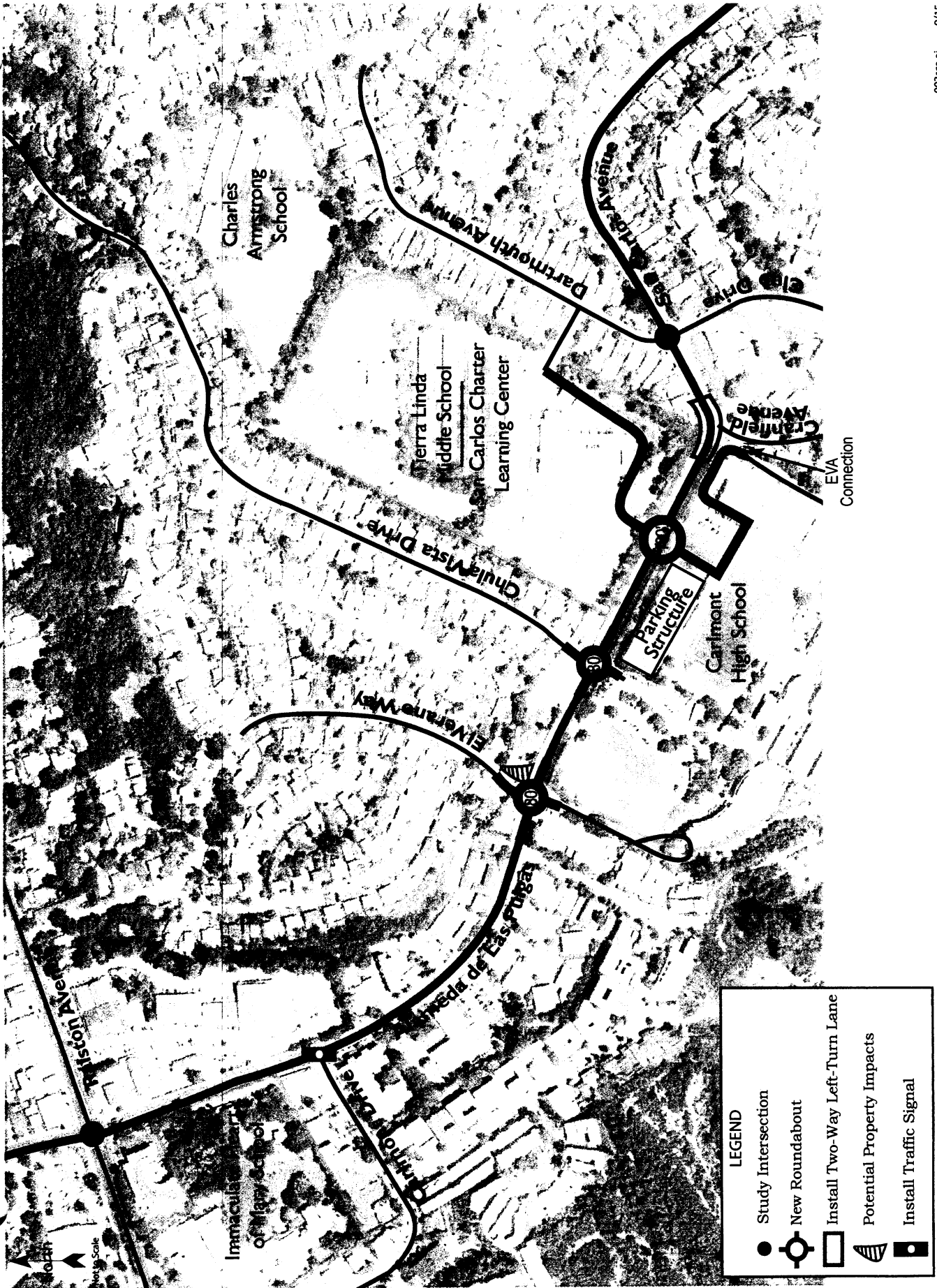
- The four locations with all-way stop controls would be converted to either signals or roundabouts.
- A new signalized intersection would be installed at the new the entrance of Carlmont High School and TLMS.
- A new midpoint access to TLMS off of Alameda de Las Pulgas would be provided through the existing field.
- A new access point to Carlmont High School would be created opposite the new TLMS access and diverting traffic through the existing parking lot then connecting it with its current path of travel.
- Alameda de las Pulgas at Cranfield Avenue would be restriped with a new two-way left-turn lane.
- The existing access to Carlmont High School near Cranfield Avenue would be limited to emergency vehicles only.
- The intersection at Chula Vista Drive would be controlled by a mini-roundabout.
- The intersection at El Verano Way would be controlled by a traffic signal.
- Traffic signals at San Carlos Avenue/Dartmouth, Alameda de las Pulgas/School Access and Alameda de las Pulgas/El Verano Way would be coordinated.



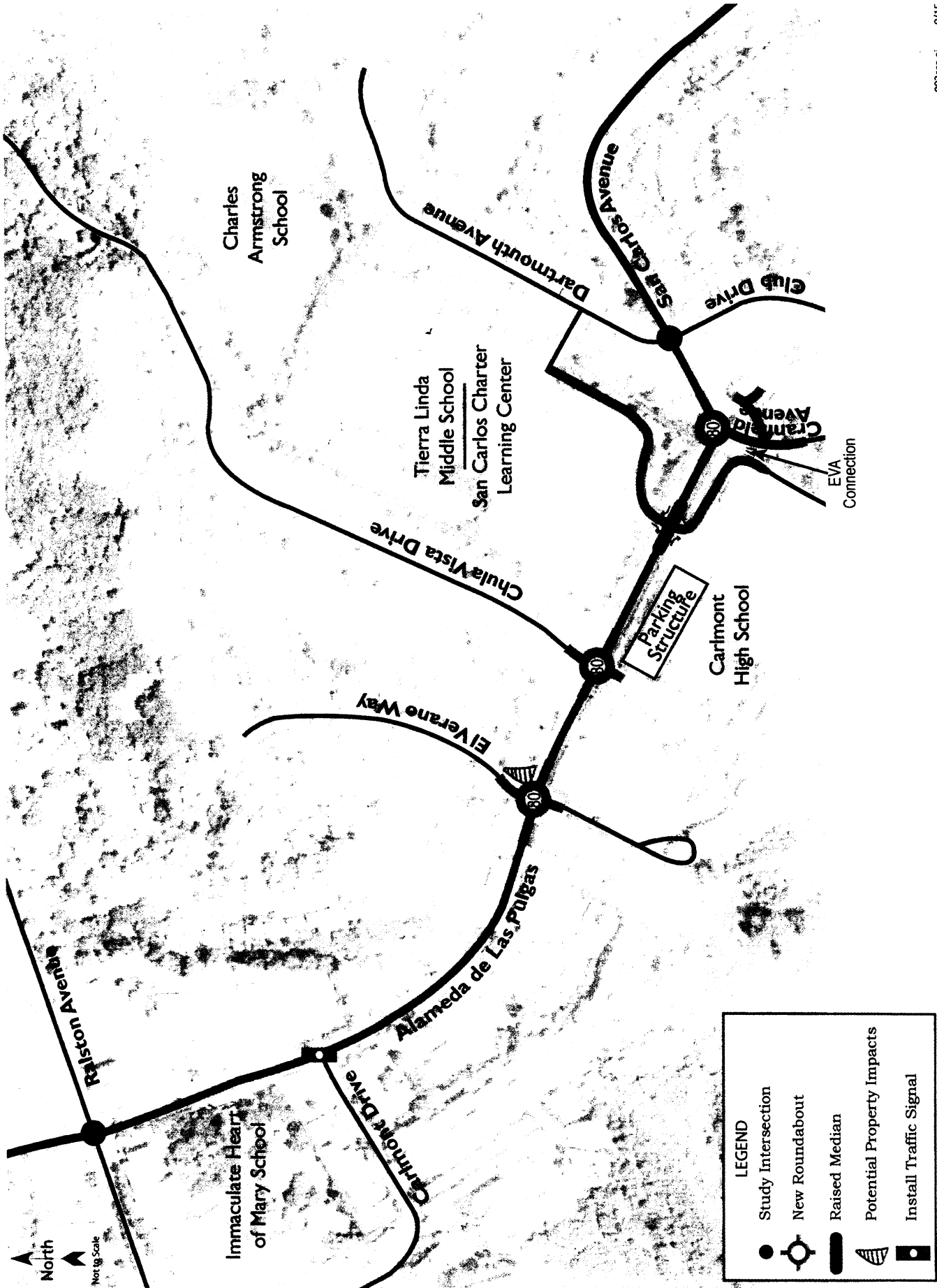
Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 3 – Access Alternative #1



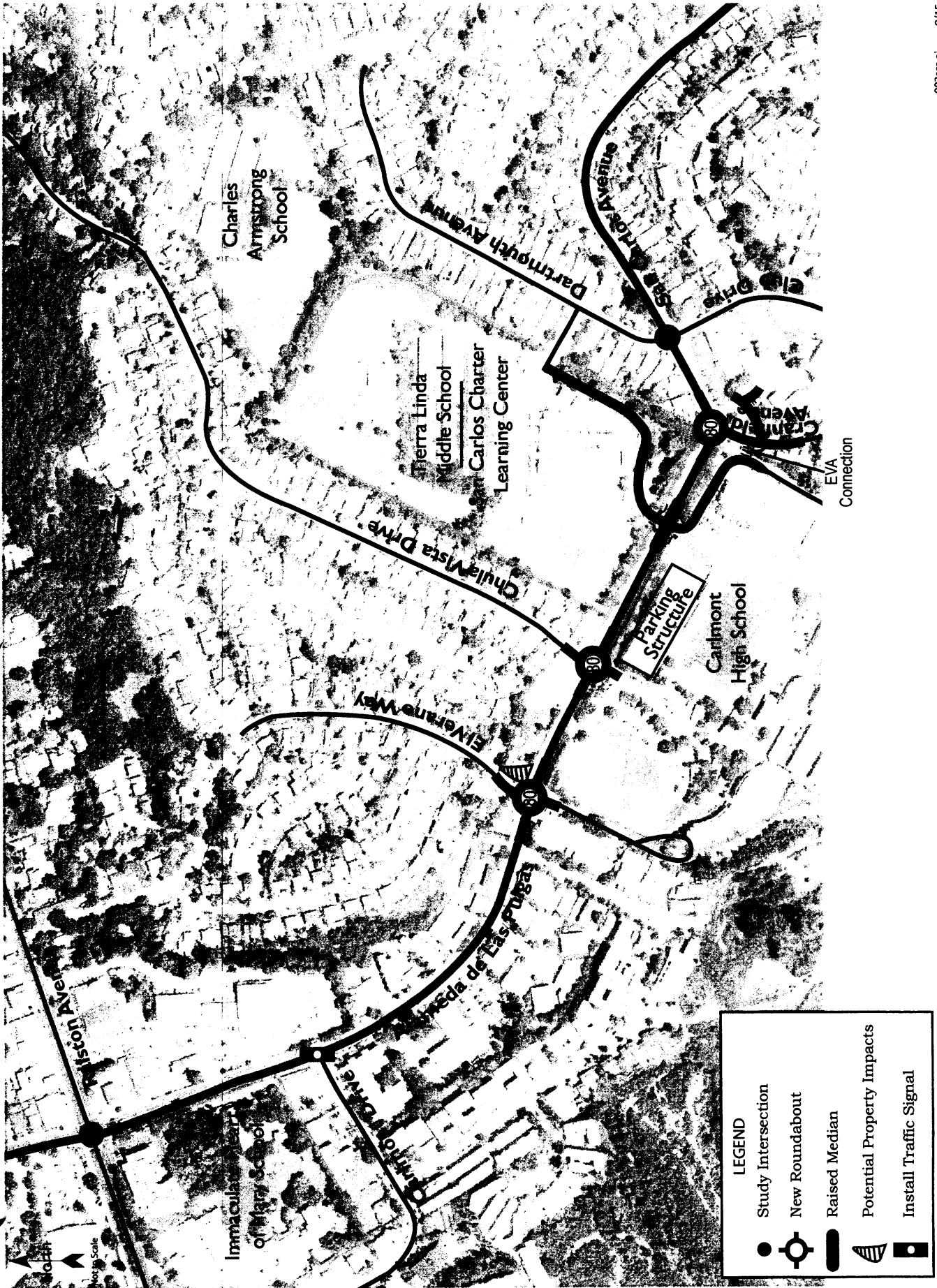
Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 4 – Access Alternative #2A



Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 5 – Access Alternative #2B



Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 6 – Access Alternative #3A



Alameda de Las Pulgas-San Carlos Avenue Corridor Study
Figure 6 – Access Alternative #3A

- Parking will be reduced along the frontage of Carmont High School from 34 spaces to 16 spaces.
- Signal-controlled pedestrian crossings will be provided at the Carmont High School and TLMS intersections.
- A traffic signal would be constructed at Carmont Drive.
- Existing bike lanes would be maintained.
- The total cross section on ADLP would be 48 feet; this would not require any widening.

Access Alternative #2B - Midpoint Access to CHS and TLMS with Roundabout

- The four all-way stop-controlled intersections would be converted to signals or roundabouts.
- A new roundabout-controlled intersection would be created at the new the entrance to Carmont High School and TLMS.
- A new midpoint access to TLMS off of Alameda de Las Pulgas would be provided through the existing field.
- A new access point to Carmont High School would be created by diverting traffic through the existing parking lot.
- Alameda de las Pulgas at Cranfield Avenue would be restriped with a new two-way left-turn lane.
- The existing access point to Carmont High School near Cranfield Avenue would be limited to emergency vehicles only.
- The intersections at Chula Vista Drive and El Verano Way would be controlled by mini-roundabouts.
- Some land would need to be acquired from the northeast parcel adjacent to the El Verano Way intersection.
- Parking will be reduced along the frontage of Carmont High School from 34 spaces to 16 spaces.
- Pedestrian crossings would be provided at the Carmont High School and TLMS intersection with medians at the roundabout.
- ADLP would include a traffic signal at Carmont Drive.
- Existing bike lanes would be maintained.
- The total cross section on ADLP would be 48 feet; no widening would be required.

Access Alternative #3A - Midpoint Access to CHS and TLMS with Turn Restrictions

- The four all-way stop-controlled intersections would be converted to signal or roundabout controls.
- A new four-way intersection would be created at the new access points to Carmont High School and TLMS with access restricted to right-turns in and out only.
- Turn restrictions at the Carmont High School/TLMS intersection would be reinforced by a raised median on Alameda de las Pulgas.
- A new midpoint access to TLMS off of Alameda de Las Pulgas would be created through the existing field.
- Access to Carmont High School from Alameda de las Pulgas would be created by diverting traffic through the existing parking lot.
- Alameda de las Pulgas/Cranfield Avenue would be controlled by a mini-roundabout.
- The access on the south side of Cranfield Avenue would be limited to emergency vehicles only (EVA).
- A signal would be installed at Alameda de las Pulgas and Carmont Drive.
- The intersection at Chula Vista Drive would be controlled by a mini-roundabout.
- The intersection at El Verano Way would be controlled by a mini-roundabout.
- Some land would need to be acquired from the northeast parcel adjacent to El Verano Way intersection.
- The number of parking spaces along Alameda de las Pulgas on the Carmont High School side would be reduced from 34 to 12, with drop off space for 19 vehicles.
- The total cross section on ADLP would be 56 feet, which would require 8 feet of widening.

Access Alternative #3B - Offset Midpoint Access to CHS and TLMS with Turn Restrictions

This alternative is the same as 3A except the new access points to the school at Alameda de las Pulgas would be offset.

Alternatives Analysis

Access Alternative # 1 - Four-Way Cranfield Avenue Intersection

- All intersections would operate acceptably.
- The westbound queue approaching the new four-way roundabout at Cranfield Avenue would extend to Dartmouth Avenue during a very short period in the morning school peak.
- On-street pick-up and drop-off along ADLP could be maximized between Cranfield Avenue and Chula Vista Drive.
- Roundabouts would allow for easy return for those dropping off curbside.
- ADLP between Cranfield Avenue and Chula Vista Drive could either be kept in its current configuration with diagonal parking on the south side, or converted to two travel lanes with drop-off/ pick-up shoulders on one side or both; this would require the removal of the diagonal parking.

Access Alternative #2A - Midpoint Access to CHS and TLMS with Traffic Signal

- All intersections would operate acceptably.
- On-street pick-up and drop-off along ADLP could be provided on both sides of access, but may require students to cross ADLP at some point.
- ADLP between Cranfield Avenue and Chula Vista Drive would need to be converted to two travel lanes plus left-turn pockets to serve turning vehicles at the traffic signal. The three-lane section would require removal of the existing diagonal parking. The remaining 7-8 foot shoulder could be used for drop-off/pick-up and/or parallel parking on both sides of the street.

Access Alternative #2B - Midpoint Access to CHS and TLMS with Roundabout

- All intersections would operate acceptably.
- On-street pick-up and drop-off along ADLP could be provided on both sides of the street, but may require students to cross ADLP at some point.
- Roundabouts would allow for easy return for those dropping off curbside.
- ADLP between Cranfield Avenue and Chula Vista Drive could either be kept in its current configuration with diagonal parking on the south side, or converted to two travel lanes with drop-off/pick-up shoulders on one side or both; this would require the removal of the diagonal parking.

Access Alternative #3A - Midpoint Access to CHS and TLMS with Turn Restrictions

- All intersections would operate acceptably.
- On-street pick-up and drop-off along ADLP could be provided on both sides of the street, but this may require students to cross ADLP at some point.
- Roundabouts would serve left-turn movements that would be prohibited by raised median.
- Raised medians could be used to enhance pedestrian crossings.
- ADLP between Cranfield Avenue and Chula Vista Drive could either be kept in its current configuration with diagonal parking on the south side except in the area of the median, or converted to two travel lanes with drop-off/pick-up shoulders on one side or both with elimination of the diagonal parking.

Access Alternative #3B - Offset Midpoint Access to CHS and TLMS with Turn Restrictions

- All intersections would operate acceptably.
- On-street pick-up and drop-off along ADLP could be provided on both sides of the street, but this may require students to cross ADLP at some point.
- Roundabouts would serve left-turn movements that would be prohibited by raised medians.
- Raised medians could be used to enhance pedestrian crossings.
- ADLP between Cranfield Avenue and Chula Vista Drive could either be kept in its current configuration with diagonal parking on the south side except in the area of the median, or converted to two travel lanes with drop-off/pick-up shoulders on one side or both; this would require the elimination of the diagonal parking.

Summary

The benefits and consequences of implementing each alternative were evaluated and weighed based upon its impact to key transportation issues. The results are summarized in Table 12.

Table 12 – Benefits and Consequences

Access Alternative						Benefits	Consequences
	Congestion	Safety	Drop-off	Pedestrian	ROW		
1 Four-way Cranfield Avenue Intersection	+	+	++	+	-	<ul style="list-style-type: none"> Potential for largest street drop-off area. Roundabouts would provide easy return travel after pick-up or drop-off. 	<ul style="list-style-type: none"> Cranfield roundabout requires property acquisition. Short distance between Cranfield and Dartmouth may create queuing concerns.
2A Midpoint Access with Signal	+	o	+	+	o	<ul style="list-style-type: none"> Reduces congestion at Cranfield and Chula Vista. No impact to private property. Standard traffic signal operation familiar to the general public. 	<ul style="list-style-type: none"> Reduced pick-up/drop-off area on ADLP. Traffic signal will create left-turn queuing on ADLP.
2B Midpoint Access with Roundabout	+	+	+	+	o	<ul style="list-style-type: none"> Reduces congestion at Cranfield and Chula Vista No impact to private property. Roundabout will minimize queuing on ADLP. 	<ul style="list-style-type: none"> Reduced pick-up/drop-off area on ADLP.
3A Midpoint Access with Turn Restrictions	++	++	+	++	o	<ul style="list-style-type: none"> Reduces congestion at Cranfield and Chula Vista. Roundabouts would provide easy return travel after pick-up or drop-off. Reduced conflicts at new access. Median provides opportunity for safe pedestrian crossing. 	<ul style="list-style-type: none"> Reduced pick-up/drop-off area on ADLP. Aligned access restricts access options for each school.
3B Offset Midpoint Access with Turn Restrictions	++	++	+	++	o	<ul style="list-style-type: none"> Reduces congestion at Cranfield and Chula Vista. Roundabouts would provide easy return travel after pick-up or drop-off. Reduced conflicts at new access. Offset allows flexible access design for each school. Median provides opportunity for safe pedestrian crossing. 	<ul style="list-style-type: none"> Reduced pick-up/drop-off area on ADLP.

Notes: + indicates a positive impact; ++ indicates a more substantial positive impact; - indicates a negative impact; o indicates no impact

Evaluation of Preferred Plan

Based on input received at the workshops and from the Four Corners Technical Advisory Committee, a preferred plan based on Alternative 3B was identified.

Alternative 3B includes the following:

- An offset midpoint access to CHS and TLMS with turn restrictions (right-turns in and out only)
- Mini-roundabouts at ADLP/Cranfield Avenue, ADLP/Chula Vista Drive, and ADLP/Verano Way
- A traffic signal at ADLP/Carlmont Drive

This alternative was more fully evaluated in terms of intersection levels of service, travel time and queuing. These conditions were assessed for the following scenarios:

- **Existing Conditions with Preferred Plan** – Existing traffic volumes with the Preferred Plan controls/lanes
- **School Expansion with Preferred Plan** – Existing volumes plus the school expansion traffic with the Preferred Plan controls/lanes

Intersection Levels of Service

The intersection levels of service were evaluated for the three scenarios based on volumes during the a.m., school p.m., and p.m. peak periods. Existing conditions were previously described and the levels of service for this scenario are shown in Table 3. The intersection level of service calculations for the Preferred Plan scenarios are summarized in Table 13 and Table 14. Copies of the Level of Service calculations are provided in Appendix I. As shown in Tables 13 and 14, all of the study intersections would be expected to operate at LOS D or better with the Preferred Plan under both Existing volumes and with the added traffic associated with the School Expansion.

Table 13 – Existing with Preferred Plan Peak Hour Intersection Levels of Service

Study Intersection	AM Peak		School PM Peak		PM Peak	
	Delay	LOS	Delay	LOS	Delay	LOS
1. Alameda de las Pulgas/Ralston Ave	45.4	D	40.1	D	43.1	D
2. Alameda de las Pulgas/Carlmont Dr	11.7	B	10.0	A	8.2	A
3. Alameda de las Pulgas/El Verano Way	5.6	A	5.1	A	4.9	A
4. Alameda de las Pulgas/Chula Vista Dr	13.1	B	7.2	A	6.0	A
5. ADLP/Cranfield Ave	6.7	A	2.9	A	2.5	A
6. San Carlos Ave/Club Dr-Dartmouth Ave	21.5	C	19.5	C	20.3	C

Notes: Delay is measured in average seconds per vehicle; LOS = Level of Service

Table 14 – School Expansion with Preferred Plan Peak Hour Intersection Levels of Service

Study Intersection	AM Peak		School PM Peak	
	Delay	LOS	Delay	LOS
1. Alameda de las Pulgas/Ralston Ave	49.4	D	41.2	D
2. Alameda de las Pulgas/Carlmont Dr	12.2	B	10.3	B
3. Alameda de las Pulgas/El Verano Way	5.5	A	5.0	A
4. Alameda de las Pulgas/Chula Vista Dr	17.6	B	7.0	A
5. ADLP/Cranfield Ave	8.5	A	2.9	A
6. San Carlos Ave/Club Dr-Dartmouth Ave	26.2	C	21.0	C

Notes: Delay is measured in average seconds per vehicle; LOS = Level of Service

Bell Schedule Assumptions

For purposes of the evaluation, no changes were assumed in the start times for either Carlmont High School or Tierra Linda Middle School. Traffic analysis methodologies are based on peak hour conditions with some accounting for peaking within the hour. A shifting of start times by 10-15 minutes would likely result in no changes to the level of service ratings for the study intersections. However, shifting of start times would likely provide some benefit to those traveling during the school peak periods.

The intent of the traffic study was to evaluate worst-case conditions and determine if acceptable operation could be achieved for the Alameda corridor with the preferred plan. Based on the analysis performed, it is anticipated that the preferred plan would result in acceptable conditions even if the schools maintain their current schedules. Any shifting of start times may further improve conditions from what is documented in the report.

Corridor Travel Time

Travel time analysis was conducted with the Synchro software to assess the overall speed and delay of vehicular travel through the corridor. The northern limit of the travel time runs was at Ralston Avenue and the southern limit was at Kenton Avenue, one-quarter mile south of Club Drive-Dartmouth Avenue. The results of the travel-time analysis are summarized in Table 15 and copies are provided in Appendix J. As shown in Table 15, travel times in the corridor are expected to decrease, primarily due to the replacement of the all-way stop controls with the mini-roundabouts or traffic signals.

Table 15 – Travel Time Through Corridor (between Ralston Ave and Kenton Ave)

Scenario	Travel Time (mm:ss)		
	Existing	Existing with Preferred Plan	School Expansion with Preferred Plan
Northbound			
AM Peak	5:06	3:22	3:55
School PM Peak	5:36	3:19	3:24
PM Peak	6:48	3:32	
Southbound			
AM Peak	4:28	2:27	2:30
School PM Peak	4:09	2:17	2:22
PM Peak	3:12	2:00	

Queuing

Queuing at the controlled intersections was determined using the Synchro and SimTraffic software. The results of the analysis are shown in Appendix K. Queues would be expected to be contained between intersections which acceptable storage conditions.

Corridor Recommendations

The preferred plan which corresponds to these recommendations shown in Figure 8, with details for the school area shown in Figure 9. Following is a list of the recommendations for the corridor.

Intersection Traffic Control

- ADLP/Carlton Drive – Install a traffic signal and modify lane geometrics as shown on the plan.
- ADLP/EI Verano Way – Install a mini-roundabout which will require acquisition of some property on the southeast corner.
- ADLP/Chula Vista Drive – Install a mini-roundabout which will require realignment of the high school parking lot access on the west leg of the intersection.
- ADLP/Cranfield Avenue – Install a mini-roundabout as shown on the plans with the west leg of the intersection consolidated with the church property driveway. (The CHS driveway would be closed. See discussion below.)
- San Carlos Avenue/Dartmouth Avenue – Modify the traffic signal timing.

Pedestrian Facilities

- New Sidewalks – Install new continuous sidewalks along the east side of ADLP between Chula Vista Drive and the terminus of the existing sidewalk near Cranfield Avenue. These should be a minimum of 8 feet in width to accommodate multiple school age pedestrians.
- Reconstructed Sidewalks – The City of Belmont should coordinate with the Carlton Village Shopping Center to reconstruct the existing sidewalks along its frontage on ADLP with a minimum of 8-foot width between Carlton Drive and Ralston Avenue. This may impact the parking configuration within the shopping center.
- Crosswalks – High visibility crosswalks should be considered for installation based on further coordination between the Cities of Belmont and San Carlos, public safety officials, SamTrans and the schools, at the following locations:
 - ADLP/Garden Court (south leg)
 - ADLP/EI Verano Way (south leg)
 - ADLP/Chula Vista Drive (south leg)
 - ADLP/Cranfield Avenue (north leg)
- Pedestrian Plaza – CHS should modify the current driveway approach to the ADLP/Cranfield Avenue intersection to a pedestrian only plaza connecting the school to the crosswalk on the west leg of ADLP/Cranfield Avenue mini-roundabout at the western sidewalk along ADLP.
- Crossing Guards – The school districts should provide crossing guards at the three new mini-roundabouts in order to organize the school hour pedestrians into groups for crossing efficiency and to minimize disruption to the traffic flow on the ADLP corridor.



Alameda de Las Pulgas-San Carlos Avenue Corridor Study

Figure 9 – Preferred Plan



* = Crosswalk placement and locations will be determined during the design phase of the project based on operational issues, bus stop needs, school site modifications, and potential for crossing guard activity.

— = Separator Line

EXHIBIT 3A - Alameda de las Pulgas/San Carlos Avenue Corridor Plan



Alameda de las Pulgas-San Carlos Avenue Corridor Study
Figure 9 – Preferred Plan (School Area)

- Median and Fence – A raised median with a short fence (meeting current standards) and ground landscaping or hardscape should be installed between ADLP/EI Verano Way and ADLP/Cranfield Avenue to act as a barrier and channelize pedestrians to crosswalk locations.

Bicycle Facilities

- Bike Lanes – The existing bike lane alignment on the ADLP section between Chula Vista Drive and Cranfield Avenue should be modified based on the concept plans.
- Mini-roundabouts – The bike lanes should be terminated in advance of the mini-roundabouts in accordance with FHWA design guidelines.
- School Bike Access and Parking – Both TLMS and CHS should ensure that bike access is adequate and bike parking is provided on the school grounds.
- Class III Bike Sharrows – The City of San Carlos is installing bike sharrow markings and white edgelines on San Carlos Avenue between Dartmouth Avenue and Beverly Drive in late 2015/early 2016.

Parking

- On-street Parking – Maintain existing on-street parking in the corridor except on the section between Chula Vista Drive and Cranfield Avenue. On this section, the parking alignment should be reconfigured to parallel parking on both sides of ADLP as shown on the concept plans.
- Off-street Parking – CHS should work towards increasing parking on the school campus or on adjacent properties. The 300 student increase will generate a need for an additional 90 parking spaces. It would be beneficial if the campus also provided an additional 100 to 150 spaces for a total of 190 to 240 new spaces to reduce the impact to adjacent neighborhood streets and slight loss of parking along the ADLP frontage.

Transit

- Transit Stop – The Cities should work with SamTrans to locate a bus stop at an appropriate location on the section of ADLP between Chula Vista Avenue and Cranfield Avenue.

School Access

- New Access – CHS and TLMS should design and install a new school access to ADLP between Chula Vista Avenue and Cranfield Avenue as shown on the concept plans. The location of these access points should allow a minimum of 250 feet of separation between the access points and Cranfield Avenue. The two access points do not need to align with one another. The new access points should be placed no closer to Cranfield Avenue than the “Separator Line” shown in Figure 8. This line would represent the centerline of the new access points.
- Closed Access – CHS should close the driveway access adjacent to Cranfield Avenue and replace it with a pedestrian plaza. This existing vehicle access would be routed to the new access to the north.
- Maintain Existing Access – TLMS should maintain the existing school access connecting to Dartmouth Avenue in addition to the new access to ADLP as discussed above. The school should allow two-way traffic at both access points and modify on-site circulation to accommodate these two points of access.
- Staggered School Bells – The two school districts should continue their efforts to stagger school schedules to spread the vehicle traffic demand as much as possible.

"The House" Church Property

"The House" church property (2811 San Carlos Avenue) located at the corner of San Carlos Avenue/Club Drive was sold and is in the process of obtaining approvals for redevelopment as residential units at the time of this analysis. The project would include eleven single family residential units and is proposed to have a single access onto Club Drive aligned with Exeter Avenue. The project would also include construction on the existing paved vehicle turnaround drive which currently exists opposite Bayview Drive. Parents generally use this turnaround for pick-up and drop-off of students in the area.

Phasing and Project Costs

Phasing/Construction Sequencing

Based on traffic operation considerations, input from staff and the working group, the following phasing and construction sequencing is recommended for the project.

- Phase 1 – Cranfield Avenue to El Verano Way medians with mini-roundabouts at Chula Vista Drive and El Verano Way
- Phase 2A – Cranfield Avenue mini-roundabout with new CHS access
- Phase 2B – East side sidewalks with new TLMS access
- Post Project – San Carlos Avenue/Dartmouth Avenue signal timing
- Latter Phase – Traffic Signal at ADLP/Carlmont Drive, sidewalk improvements

The following issues should be considered in proceeding with these project components:

- School access improvements (new access points) may proceed before City street improvements. If that is the case, the installation of the median on ADLP should be included to prohibit left-turn movements into and out of the two new access points.
- Installation of the two mini-roundabouts at Cranfield Avenue and Chula Vista Drive would be beneficial to accompany the new school access, but are not absolutely essential in the short term.
- The existing CHS entrance adjacent to Cranfield Avenue cannot be closed until the new CHS access is provided.
- The new TLMS access construction should include full frontage improvements along ADLP including the new sidewalks.
- The full medians must be in place with construction of the mini-roundabouts.

Cost Estimates

The recommendations outlined in this report would be expected to cost \$2,547,000 in 2015/2016 dollars as detailed below. These costs include the new school access points between Cranfield Avenue and Chula Vista Drive, but only within the public right-of-way. Costs for road construction on the school grounds were not included in these estimates, nor are the costs of right-of-way acquisition. Cost details are included in Appendix L.

1. San Carlos Avenue-ADLP (Dartmouth to New School Access)	\$ 718,000
2. ADLP (New School Access Points)	\$ 185,000
3. ADLP (School Access Points to Chula Vista Drive)	\$ 517,000
4. ADLP/Chula Vista Drive Roundabout	\$ 159,000
5. ADLP (Chula Vista Drive to El Verano Way)	\$ 146,000
6. ADLP/El Verano Way Roundabout	\$ 223,000
7. ADLP/Carlmont Drive	\$ 599,000
Total	\$ 2,547,000

Funding

This section describes potential sources of grant funding available to plan for the bicycle and pedestrian facilities and safe routes to school components.

The latest congressional federal-aid highway funding act created the US Department of Transportation program "Moving Ahead for Progress in the Twenty-First Century" (MAP-21). MAP-21 combined previous federal "alternative modes" programs including Transportation Enhancements, Safe Routes to School, and Recreational Trails into a single source called the Transportation Alternatives Program (TAP).

More information on TAP, including eligible activities, can be found below and at: www.fhwa.dot.gov/map21/guidance/guidetap.cfm

In California, federal monies are administered through the California Department of Transportation (Caltrans).

Active Transportation Program (ATP)

In 2013, Governor Brown signed legislation creating the Active Transportation Program (ATP). This program is a consolidation of the Federal Transportation Alternatives Program (TAP), California's Bicycle Transportation Account (BTA), and Federal and California Safe Routes to School (SRTS) programs.

The ATP program is administered by Caltrans' Division of Local Assistance, Office of Active Transportation and Special Programs.

The ATP program goals include:

- Increase the proportion of trips accomplished by biking and walking
- Increase safety and mobility for non-motorized users
- Advance the active transportation efforts of regional agencies to achieve greenhouse gas reduction goals
- Enhance public health
- Ensure that disadvantaged communities fully share in the benefits of the program
- Provide a broad spectrum of projects to benefit many types of active transportation users

As of this Plan (August 2015), the first call for projects has been awarded. The Cycle 2 statewide call for projects was due in June 1, 2015.

The California Transportation Commission ATP Guidelines are available at: www.catc.ca.gov/programs/ATP.htm

The following types of bicycle, pedestrian and Safe Routes to School projects are eligible for ATP funding:

- Infrastructure Projects: Capital improvements that will further program goals. This category typically includes planning, design, and construction.
- Non-Infrastructure Projects: Education, encouragement, enforcement, and planning activities that further program goals. The focus of this category is on pilot and start-up projects that can demonstrate funding for ongoing efforts.
- Infrastructure projects with non-infrastructure components

The minimum request for non-SRTS projects is \$250,000. There is no minimum for SRTS projects.

The local match requirement for non-SRTS projects is 11.47 percent. There is no local match requirement for projects benefiting a disadvantage community, stand-alone non-infrastructure projects and SRTS projects.

Annual funds will be approximately \$130 million for fiscal year 2015-2016. In the initial program, a minimum of \$24 million per year is available for SRTS projects, with at least \$7.2 million for non-infrastructure grants.

Study Participants and References

Study Participants

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