

SEQUOIA UNION HIGH SCHOOL DISTRICT
REVISED BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 4/20/16, BOARD MEETING

1. CALL TO ORDER

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

2. CLOSED SESSION

- a. CONFERENCE WITH LABOR NEGOTIATORS, Agency Designated Representative: James Lianides; Employee Organizations: Sequoia Union High School District Teachers' Association (SDTA), and American Federation of State, Local, County and Municipal Employees (AFSCME)
- b. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION: Initiation of litigation pursuant to paragraph (2) to (5), inclusive, of subdivision (e) of Government Code Section 54956.9 (one case)
- c. SUPERINTENDENT'S EVALUATION—GOVERNMENT CODE SECTION 54957

3. ROLL CALL

4. WELCOME AND EXPLANATION TO AUDIENCE

5. PLEDGE OF ALLEGIANCE

6. APPROVAL OF AGENDA

7. REPORT OUT ON CLOSED SESSION

8. APPROVAL OF CONSENT CALENDAR

Board action to approve the following items is taken simultaneously with one motion which is not debatable and requires an unanimous roll call vote for passage. The action indicated on each item is deemed to have been considered in full and action taken as worded therein. If a member of this Board, the Superintendent, or the Public so requests, any item shall be removed from this section and placed on the regular order of business.

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

- a. APPROVAL OF MINUTES FOR MARCH 30, 2016, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the March 30, 2016, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the March 30, 2016, Board meeting.

- b. APPROVAL OF PERSONNEL RECOMMENDATIONS (consent)

SITUATION

Enclosed with the background materials are the Personnel Recommendations for certificated and classified employees.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Personnel Recommendations as indicated.

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

SITUATION

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

No complaints were received during the quarter of January 1, 2016, through March 31, 2016. A copy of the Williams Uniform Complaint quarterly report form is enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the report as presented.

- d. APPROVAL OF ARCHITECTURAL FEE PROPOSAL FOR CARLMONT WEIGHT ROOM PROJECT (consent)

SITUATION

On September 30, 2015, the Board approved a proposal with Weston Miles Architects for design work related to modernization of parts of the aging Carlmont High School Stogner Gymnasium complex. As design proceeded, it made sense, from a sequencing perspective, to split the weight room expansion into a stand-alone project that could proceed during the next school year, when it is anticipated that the bidding climate will be more favorable. The attached fee proposal from Weston Miles Architects is for full design services to modernize the existing weight room and to add a 1,800 square foot addition to the space. This will move the weight room from project number 388 to project 390.

On March 28, 2016, the Carlmont High School site facility committee affirmed its support of the project and made it a top priority for their remaining available funds under Phase II of Measure A.

FISCAL IMPACT

No impact to the General Fund; all funds will come from Measure "A" and other construction related funds.

RECOMMENDATION

That the Board of Trustees approves the fee proposal from Weston Miles Architects to complete design of the Carlmont High School weight room expansion in the estimated amount of \$145,000 (with a not-to-exceed amount of \$5,000 for reimbursable expenses, and up to \$4,000 for administrative tasks related to applying for State matching funding and a total of \$154,000). The final fee will be determined based on the Office of Public School Construction (OPSC) sliding scale for modernization and adjusted accordingly at the end-of-project based on the final hard construction cost.

- e. APPROVAL OF FIELD TRIPS (consent)

SITUATION

East Palo Alto Academy (EPAA)

10 students will travel to Morgan Hill on April 29 – May 1, 2016, for a backpack hiking trip at Henry Coe State Park.

Independent Study Program (ISP)

15 students will travel to Half Moon Bay on May 5, 2016, to participate in whale watching on a fishing boat.

Menlo-Atherton High School

9 Jazz Band members will travel to Reno, Nevada on April 29-30, 2016, to compete at the Reno Jazz Festival.

20 Science students will travel to Clayton on April 30- May 1, 2016, to camp at Mt. Diablo State Park to make astronomical observations of stars and planets.

24 /26 Science students will travel to Menlo Park on April 27 and April 28, 2016, to assess the health of the San Francisquito Creek ecosystem.

10 Special Education students will travel to Oceano on May 5-6, 2016, to camp at Oceano Dunes.

Redwood High School

23 Science students will travel to Sausalito on May 27, 2016, to participate in a sand crab baseline study at Point Bonita.

Sequoia High School

29 Health Careers Academy (HCA) students will travel to Anaheim on May 12-14, 2016, to attend their Disneyland Grad Night celebration.

FISCAL IMPACT

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

RECOMMENDATION

That the Board of Trustees approves the field trip requests for EPAA students to Morgan Hill on April 29-May 1, 2016; Menlo-Atherton High School's Jazz Band to Reno, Nevada on April 29-30, 2016; Science students to Clayton on April 30- May 1, 2016; Science students to Menlo Park on April 27 and April 28, 2016; Special Education students to Oceano on May 5-6, 2016; Redwood High School's Science students to Sausalito on May 27, 2016; Sequoia High School's HCA to Anaheim on May 12-14, 2016.

- f. AUTHORIZATION TO DECLARE TEXTBOOKS OBSOLETE OR NON-ACCOUNTABLE (consent)

SITUATION

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

FISCAL IMPACT

No impact to the General Fund.

RECOMMENDATION

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

- g. APPROVAL OF THREE-YEAR HOPBSONS/NAVIANCE AGREEMENT (consent)

SITUATION

For the past five years, our schools have been using Naviance eDocs, a college and career readiness platform that helps connect academic achievement to post-secondary goals.

Naviance’s comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

FISCAL IMPACT

The three-year renewal fee is \$111,497.95, and is payable one year at a time. This multi-year agreement saves the schools 5 percent each year and also includes the Alumni Tracker feature.

This expenditure is funded by the unrestricted General Fund.

RECOMMENDATION

That the Board of Trustees approves the three-year licensing agreement with Hobsons for Naviance college and career readiness platform in the amount of \$111,497.95.

- h. APPROVAL OF SUHSD TITLE I CRITERIA (consent)

SITUATION

Targeted Assistance Schools (TAS) must use Title I, Part A funds to support participating students in meeting the state’s academic expectations. TAS must also identify students eligible for services based on criteria established by the local educational agency (LEA) that consist of multiple measures. The purpose of the criteria is to assist TAS in prioritizing the expenditure of Title I, Part A funds to support identified students.

SUHSD Title I Criteria was last reviewed and revised in 2006. The multiple measures identified then included California Standardized Test (CST) and California High School Exit Exam (CAHSEE) scores, both of which are no longer in effect. The District is proposing revised criteria that are still inclusive of multiple measures as required and include qualifying students across the District.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the updated SUHSD Title I Criteria.

- i. APPROVAL OF WARRANTS (consent)

SITUATION

The Warrants for March 2016 are enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Warrants for March 2016, totaling \$6,795,620.66

- j. APPROVAL OF CONTRACT WITH QUALITY SYSTEM INSTALLATIONS (consent)

SITUATION

Quality System Installations, Ltd. Is in charge of the design, dismantling, installation, and relocation of both classroom and office furniture. They are used when simply using “movers” is not enough. QSI will work under the supervision of a district employee and will not have any direct interaction with students. Enclosed with the background materials is the contract with QSI.

FISCAL IMPACT

Cost: \$59,000 **from Measure A**

RECOMMENDATION

That the Board of Trustees approves the contract with Quality System Installations, Ltd. to provide design and installation services to SUHSD.

- k. ACCEPTANCE OF MONTHLY FINANCIAL REPORTS (consent)

SITUATION

The Monthly Financial Reports for March 2016 are enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the Monthly Financial Reports for March 2016.

- l. APPROVAL OF CHANGES TO FACILITIES MASTER PLAN FOR CARLMONT (consent)

SITUATION

Staff recommends that the Board approves changes to the Facility Master Plan for Carlmont High School. District and Carlmont staff have been refining and reprioritizing the bond project list for Carlmont High School as the bond program moves from the theoretical level to the implementation stage. A leadership change at Carlmont, as well as budgetary constraints, have influenced the decision-making process as it relates to Phases II and III bond projects.

The Carlmont High School Facilities Site Committee reconvened on March 28, 2016, to review priorities and make recommendations. The group validated the current projects underway, including the remodel of the café, multi-use room, and locker rooms.

In addition, they prioritized the weight room expansion/remodel as the next project to “green light.” Members understood that future projects would be those listed in the capital repair plan or ones that would be funded with new monies or allocations.

The original Facilities Master Plan is included with the background materials, along with a new summary sheet that indicates the current status of the projects listed and a new list of Phase II and Phase III site priorities.

FISCAL IMPACT

No impact to the General Fund; all funds will be paid out of bond or construction related funds for the projects listed in the revised updated Phases II and III Master Plan Priorities.

RECOMMENDATION

That the Board of Trustees approves the changes to the Carlmont High School Facilities Master Plan.

- m. AUTHORIZATION TO FILE CALIFORNIA ENVIRONMENTAL QUALITY ACT CATEGORICAL EXEMPTION (CLASS 1, 3, AND 11) FOR PRACTICE FIELD LIGHTS AT WOODSIDE HIGH SCHOOL (consent)

SITUATION

As part of the overall facilities improvements occurring at Woodside High School, the District will install four, 50-foot-high practice light poles along the perimeter of a portion of the school's athletic fields in Practice Area "B."

Practice Area B is located on the northeastern side of Woodside High School and is bordered by residences to the north/northwest (on Bensen Court) and north/northeast, across Alameda de las Pulgas. Practice Area B contains competition and practice softball fields and other practice areas. Each proposed pole would support five light-emitting diode (LED) type lamps, for a total of 20 lamps. The lamps would be mounted at a height of 50 feet above grade. Two of the poles would be oriented to face south/southeast, with light directed away from residences on Bensen Court. The other two poles would be oriented to face and direct light to the north/northeast, towards Alameda de las Pulgas. Each lamp assembly would have factory-set horizontal and vertical aiming adjustments to control the direction of light. Each lamp also includes a visor that would cover the top half of the lamp. From a light trespass and spillage perspective, these visors limit the areas and surfaces where the light produced by the lamp may fall; specifically, the visors would prevent light from spilling into unwanted areas. From a glare perspective, the visors prevent individual lamps from being perceived as glaring.

The proposed lights will only provide sufficient lighting for athletic practice. The lighting will not be competition-level. Light intensity is measured in foot-candles, where one foot-candle is equal to one lumen per square foot. By way of example, a typical 60-watt incandescent light bulb generates 850 lumens. At a distance of eight feet, the light intensity is roughly one lumen per square foot, or one foot-candle.

Lamp power consumption is measured in watts, but the actual luminosity of the lamp depends on its efficiency. Typically, lamps used for evening and night stadium lighting applications are high efficiency units which produce far greater illumination than an equivalent incandescent lamp. The illumination study prepared by the manufacturer, Musco Lighting, indicates the four poles would provide a maximum illumination of 40 horizontal foot-candles in the practice area (average illumination throughout the lighted area would be 23 horizontal foot-candles; Musco Lighting 2016). The illumination study conducted by the manufacturer indicates the proposed lights would illuminate approximately 50% of Practice Area B and would not increase lighting levels at the edges of the practice areas. The factory set horizontal and vertical aiming adjustments, as well as the glare control visors, would ensure illumination does not exceed these estimates.

ANALYSIS

The proposed project is located within an active high school campus that has recently undergone, and continues to undergo, campus improvements and ongoing maintenance / capital repair projects as part of an approved Facilities Master Plan. Thus, the project is not located in a particularly sensitive environment. Owing to circumstances specific to the project and the site, staff and consultants retained by the District have concluded that the project is categorically exempt under CEQA, that the project does not have the possibility of resulting in a significant environmental effect and that there are no unusual circumstances giving rise to a reasonable possibility of significant effects on the environment. Although the light poles may be visible from

residences in close proximity to practice area B, the use of practice field lights is common at high schools in the District and throughout the state; practice lights are being planned or considered at Sequoia, Menlo-Atherton, and Carmont high schools. In addition, it is common for residential areas to be located adjacent to existing school land uses, including athletic fields with lights.

Further, the factory-set vertical and horizontal aiming adjustments and glare guards at Woodside High School will ensure the poles are not a source of substantial new light or glare which would adversely affect day or nighttime views in the area. Similarly, Alameda de las Pulgas and Highway 84 (Woodside Road) in the vicinity of the school are well-lit streets that provide adequate levels of illumination for safe driving, and the Woodside High School campus includes buildings that are or will be approximately the same height as, or higher than, the proposed poles (i.e., the new gym and the performing arts center).

Thus, the project would not result in a substantial adverse change to the visual character or quality of the campus or its surroundings. In addition, the part of the campus where the poles would be installed is set back from Woodside Road (a local scenic route) and would not be substantially visible from this local scenic route, nor would they be visible from Highway 280 (a state scenic highway).

Finally, the proposed project is not located in an area included on the Cortese list (DTSC 2016), and would not cause a substantial adverse change in the significance of a historical resource because work would occur in areas previously disturbed by campus development. There are no successive projects of the same type and in the same place scheduled to occur, although the Woodside Campus is undergoing improvements and capital repairs pursuant to a Facilities Master Plan. The Facility Master Plan is being implemented in phases; Phase 1 of the plan was determined to be categorically exempt from CEQA, meaning the project would not result in significant effects on the environment. The proposed practice lights are a very small construction project (less than 100 square feet for the four light poles combined) and would not contribute to significant cumulative impacts.

For the above reasons, the proposed project does not have the potential to have a significant effect on the environment and is eligible for a Class 1 (Existing Facilities), Class 3 (New Construction), and Class 11 (Accessory Structures) Categorical Exemption under CEQA.

FISCAL IMPACT

No impact to the General Fund; all filing costs will be paid with Measure A bond funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent or designee to file a CEQA categorical exemption with the San Mateo County Clerk and the Governor's Office of Planning and Research State Clearinghouse for the practice lights at Woodside High School.

- n. APPROVAL OF JOB DESCRIPTION FOR BOND PROGRAM SECRETARY (consent)

SITUATION

Currently the financial operations of the \$265 million Measure "A" bond program are executed by two staff members, a bond accountant and a temporary account clerk. With the pending reorganization of the Purchasing Director, additional duties will be transferred to the Construction Department (which includes the entire pre-qualification process, issuance of notices-to-proceed, and applications for all state programs among others). It is prudent to create a Bond Program Secretary job description that accurately reflects the duties and sophistication of the position, as it changes later this spring.

FISCAL IMPACT

No impact on the General Fund; the salary for this position will be paid by bond and construction-related funds. At the end of the program, the position will be eliminated through a reduction-in-force.

RECOMMENDATION

That the Board of Trustees approves the job description for a Bond Program Secretary.

- o. APPROVAL OF CONSTRUCTION BIDS (consent)

SITUATION

District staff have been systematically bidding out various construction projects. The following three projects require Board approval in order to proceed: 1) The Carlmont High School B-9 portable replacement project, 2) The Menlo-Atherton High School guidance renovation, and 3) relocating the KCEA radio station.

- 1) The B-9 portable at Carlmont had aged past its 20-year life span and was demolished this past fall. A portable unit at Redwood High School needs to be relocated as part of their interim housing project, and it was decided to move it to Carlmont to provide both a general-use classroom, and a suite of three offices for mental health and other student services. The project will also address path-of-travel and Americans with Disability Act (ADA) issues in the immediate areas around the building and will improve the appearance of campus below the Performing Arts Center.

Bids for the Carlmont B-9 portable classroom replacement project will be accepted on April 20, 2016; **although the District anticipated having four bidders, only one entity submitted a bid, which was responsive, but higher than anticipated by approximately 20%. According to counsel at Lozano Smith, the construction market is very busy in the Bay Area presently, and some Districts have received no bids on recent projects. Prices for the three alternates also came in high; the construction department will endeavor to value engineer the alternates, and bring them back to the Board at a future meeting for approval.**

Contractor Name:	Base Bid Amount:
1) Guerra Construction Group	\$257,600

- 2) On June 10, 2015, the Board approved LPA to design an expanded and reconfigured guidance office at Menlo-Atherton High to accommodate their growth to a projected enrollment beyond 2,500 students.

Bids were accepted on Monday April 11, 2016, for the Menlo-Atherton High School guidance renovation project. The following bids were received:

Contractor Name:	Base Bid Amount:
1) Strawn Construction	\$990,859
2) Beals Martin Inc.	\$1,168,820
3) Alten Construction, Inc.	\$1,331,000

- 3) On June 10, 2015, the Board approved the LPA to provide architectural services for the renovation of the Guidance Office at Menlo-Atherton High School. It was necessary to displace the KCEA Radio Station as part of the project. Staff proposed a location for the radio station at the district office. Architectural drawings were developed by Weston Miles Architects to convert the electrical shop into a functional radio station space. Staff solicited three (3) informal bids.

The following bids were received on March 16, 2016:

Contractor Name:	Base Bid Amount:
1) Rodan Builders	\$197,240
2) Design Building Systems	\$258,000
3) Venezia Construction Inc.	<i>(non-responsive bidder)</i>

The amount of the bids far exceeded the allocated budget; therefore, the architect, district staff, and the low bidder, Rodan Builders, subsequently value-engineered the project. Staff recommends awarding the bid for the radio station relocation project to Rodan Builders for the value-engineered price of \$69,894.

FISCAL IMPACT

Funds for these three projects will be paid from impact fees, **and capital repair** (Carlmont B-9 portable replacement); Measure “A” bond monies (Menlo-Atherton Guidance remodel), and the KCEA radio station account for its relocation (which is partially funded by the Sprint cell phone tower located outside the station).

RECOMMENDATION

That the Board of Trustees approves:

- 1) The Carlmont High B-9 portable replacement project with **Guerra Construction Group** in the amount of **\$277,600** (base bid of **\$257,600**, plus a District controlled contingency of \$20,000) and authorizes the superintendent to resolve any valid bid protests that may arise within three working days, and inform the Board if the disposition of a bid protest requires the District to forego contracting with the lowest qualified bidder for this project only;
- 2) The Menlo-Atherton High guidance remodel with Strawn Construction in the amount of \$998,859 (base bid, plus a District controlled contingency of **\$85,000**), and
- 3) The KCEA radio station relocation bid with Rodan Builders in the amount of \$74,894 (base bid, plus a District controlled contingency of \$5,000).

9. SPECIAL RECOGNITIONS

- a. Superintendent’s Commendations

10. PUBLIC COMMENT

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

11. INFORMATION ITEMS

- a. UPDATE ON SMALL SCHOOL TASK FORCE

SITUATION

At the September 16, 2015, Board Meeting, staff presented an information item summarizing the main tenants that would guide the development of the Menlo Park small high school. These tenants were formulated and discussed by the Board at its April 1, 2015, meeting. It was agreed that the school would have a technology / design / engineering curricular theme, participation and collaboration with the community college district, and a linked learning focus with business partnerships.

Other key guiding principles of the school include an *A-G* college requirement curriculum and commitment to the recruiting of a diverse student body. Two committees were formed to guide the development of the small school and provide periodic updates and reports to the Board, which may, in turn, provide guidance back to the committees.

Since September, the large Advisory Committee has met monthly. To date, tasks accomplished by this body include: creating facility and curricular timelines; choosing an architect; refining and approving a proposed master schedule; profiling potential students based on community college data; and the application of Career Technical Education (CTE)/Linked Learning to the school's development.

The smaller working committee has met several times a month since September to research and create proposals for the Advisory Committee and School Board. Their work to date has included: collaborating with the community college district in the development of the school's instructional program; designing the proposed master schedule; developing a bell schedule; developing a mentoring/internship model; determining supports that will need to be put in to place for incoming students not as prepared for the school's pathways; and identifying the work needing to be done to articulate some of the school's classes for college credit.

Members of both committees have done several site visits: Design Tech High, Burlingame; Napa High, Napa; Kearny High, San Diego; E-3 High, San Diego; McBride High, San Diego; Samueli Academy, San Diego; and Johnson Middle School, in San Diego. Committees have used a common set of questions to inform these visits, enabling the Advisory and Working committees to see trends in best practices and glean the best of what each site offers.

Both committees have the representation of teachers, administrators, Board members, and community college staff. The large committee also has community representation.

One of the findings of the Working and Advisory Committees is a clearer understanding of the school's target audience. Data presentations to both groups by the San Mateo Community College District brought to light the fact that many of first-generation graduates are struggling at the post secondary level. With an emphasis on pathways that meet the needs of the local job market, and course work that meets college level expectations, the small school could provide a head start on 21st Century job skills and college preparedness. The committees believe that this could make a huge difference for a population of our district that has historically received less attention. These students comprise 25 percent of our graduating seniors.

Included with the background materials is the proposed master schedule. A color-coded chart of University of California's *A-G* requirements and pathways are included with the master schedule. The District is pursuing ways to articulate said courses for college credit and is seeking private funding to cover the costs of this work. This funding would also make it possible for students who complete curriculum earlier to take the next level of the college course. It would allow us to hire staff early enough to create this differentiated curriculum.

Also attached is a map of the school's location, as well as a mock-up drawing of the proposed school.

A small group of District staff began working in the fall to select an architect through a Request-for-Proposal process. Three firms were invited to participate; two submitted proposals and presented to the Small High School Advisory Committee. LPA Inc was selected based on the firm's innovative approach to learning, the school building, and the overall design aesthetic.

Staff from Construction, Educational Services, and Technology have worked alongside the design team from LPA to complete the programming and schematic design phases over the last four months. A mock-up of the building shape, basic layout of the three-story facility, and key decisions on adjacencies has been settled. A Learning Commons structure was selected after the District team was able to view it in action during a February tour of four schools in Southern California.

The project is now entering the Design Development phase, which will take us into late May. Our final hurdle before submitting the plans to the Division of State Architect (DSA) is to complete the construction drawings, which is a three month process.

With the District's new CTE Incentive Grant (CTEIG), staff will hire a principal to start work in the 2016-17 school year. In addition to being a key member of the small school's Advisory and Working committees, next year's projects for the hired principal will include: finding curriculum models; articulating classes; recruiting students; recruiting staff; and building relationships with companies.

The CTEIG grant will also provide one-to-one devices for all of the small school's students.

b. UPDATE ON EAST PALO ALTO ACADEMY PROGRAMS

SITUATION

East Palo Alto Academy (EPAA) is completing its second year as a dependent charter within the Sequoia Union High School District. Principal, Amika Guillaume, and EPAA staff and community members will present an overview of its educational philosophy, academic programs and wrap-around support services that are provided to EPAA students. While 65 percent of EPAA students' parents never attended high school, this school continues to graduate between 92-100 percent of its seniors. In 2015 college scholarships totaling \$400,000 were awarded to the graduating class of 2015.

12. PUBLIC HEARINGS

a. PUBLIC HEARING ON PRELIMINARY ASSESSMENT REPORT FOR 150 JEFFERSON DRIVE, MENLO PARK NEW SMALL SCHOOL

SITUATION

Pursuant to Section 17213.1 of the California Education Code, and as a condition of receiving state funding and California of Education (CDE) site approval, the District has been informed that it must prepare and submit to the State Department of Toxic Substances Control (DTSC) a Preliminary Environmental Assessment (PEA) Report for the proposed new school at 150 Jefferson Drive, Menlo Park. The objectives of the PEA includes determining if a release of hazardous materials has occurred at the project site and, if so, identifying the extent of contamination; estimating the potential threat to public health and the environment from the project site; determining whether an interim action is required to reduce an existing or potential threat to public health or the environment; assessing and providing for the informational needs of the community.

The District has contracted with Cornerstone Earth Group to prepare the PEA. A draft PEA reviewed the environmental setting of 150 Jefferson Drive, Menlo Park project site; describes the record review and site survey work that the consultants performed in conducting the assessment; sets forth an evaluation of the available data as it pertains to human health risks; and makes conclusions and recommendations. Included with the background materials is the Public Notice of the Public Comment Period and the entire preliminary PEA report.

Specifically, the PEA concludes that the site does not pose a significant risk to human health and the environment and appears suitable to accommodate the District's school redevelopment plans. However, in order to provide a higher level of protection to future occupants against potential vapor intrusion, the District is planning to voluntarily install an impermeable vapor barrier and ventilation system beneath the planned school building.

In addition to transmitting the PEA to the DTSC, the Education Code requires that the District make the PEA available for public inspection and comment and that the Board of Trustees convene a public hearing to receive further comments on it. District staff has published and posted a public notice regarding the availability of the PEA and supporting documents at the District office, District's website, and the Menlo-Park Public Library. This notice also informs the public that the Board of Trustees will be considering the PEA at this meeting.

FISCAL IMPACT

No impact to General Fund: All costs associated with the DTSC and PEA process will be paid out of Measure "A" bond funds.

RECOMMENDATION

That the Board of Trustees opens a public hearing and receives and considers public comments received on the PEA report for 150 Jefferson Drive, Menlo-Park and directs staff to submit public comments on the PEA to the DTSC.

- b. PUBLIC HEARING AND CONSIDERATION OF ADOPTION OF RESOLUTION NO. 1569, INCREASE FACILITIES FEES—DEVELOPER FEES

SITUATION

On May 6, 1987, the Board adopted Resolution No. 689, levying fees against development projects within the District's boundaries to fund the construction or reconstruction of school facilities.

On April 1, 2016, Jack Schreder and Associates completed a Developer Fee Study, stating that the District is justified in collecting an additional amount per square foot for residential and commercial construction.

A notice of public hearing to amend facilities fees was published in the *San Mateo County Times* on April 5 and April 12, 2016, and the *Daily Post* on April 4 and April 11, 2016. Enclosed with the background materials are Resolution No. 1569 (which has been reviewed by legal counsel) and the Developer Fee Study dated April 1, 2016.

A public hearing is scheduled to precede action to give the Board an opportunity to receive public comment on a recommendation to adjust the school facilities fees levied against residential, commercial, and industrial development projects pursuant to Government Code Section 65995 (b)(3).

- c. PUBLIC HEARING ON OXFORD DAY ACADEMY CHARTER PETITION

SITUATION

A public hearing is scheduled for petitioners to share information and respond to questions in regard to the proposed charter school petition.

13. DISCUSSION ITEMS

- a. DISCUSSION OF OXFORD DAY ACADEMY CHARTER PETITION

SITUATION

On March 30, 2016, the District received a charter petition from Oxford Day Academy (ODA). Pursuant to the California Education Code, a public hearing on the charter must be held within 30 days of receipt of the petition and the District's Board of Trustees must take action on the charter within 60 days of its submittal. The Board will convene a public hearing on the petition at its meeting of April 20, 2016, at which time the petitioners will share information and respond to questions regarding the proposed charter school. Members of the public will also have the opportunity to share comments regarding the charter school petition.

Staff has begun analyzing the petition. Based on its analysis and the outcome of the public hearing, staff will be making a recommendation to the Board for its consideration at the May 25 meeting. A decision to deny the petition may be made only if the board makes one or more of the following findings:

- The charter presents an unsound educational program for the students to be enrolled at the charter school
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition
- The petition does not contain the number of signatures required
- The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d)
- The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements set forth in the Education Code

Impact on Current East Palo Alto Students and Existing/Projected Educational Programs

According to the petition, ODA will seek to locate within East Palo Alto and, while open to students across the District, its focus will be to serve students within the East Palo Alto community. The chart below shows the current (2015-16) distribution of ninth graders in SUHSD coming from either East Palo Alto (zip code 94303) or from the Ravenswood City School District. This current ninth grade class is the first class to benefit from the boundary changes and, thus, the schools these students are attending reflect students’ personal choices. There are also some additional students from that community that attend high school in the Palo Alto Unified School District under the Tinsley program, attend East Palo Alto Academy (EPAA), East Palo Alto Phoenix Academy (EPAPA), or attend private schools. Overall, the total number of students enrolled in our District from the East Palo Alto community has been on a slow decline in the last several years and it appears this trend will continue.

	94303	Ravenswood
School	# students	# students
15-16 Carlmont High School	13	8
15-16 Menlo-Atherton High	235	211
15-16 Sequoia High School	9	8
15-16 Woodside High School	36	16
15-16 East Palo Alto Academy	73	69
Total	366	312

ODA’s charter petition reflects an intent to enroll 68 ninth grade students in its first year of operation, the 2017-18 school year, and ODA plans to grow by that same number on a yearly basis for the next three school years until it reaches full enrollment at 272 students.

The two high school campuses with the largest enrollment of East Palo Alto students are Menlo-Atherton and East Palo Alto Academy (EPAA). If successful in meeting its enrollment targets, most of the ODA students would likely have otherwise enrolled in one of these two schools. A loss of enrollment to ODA from Menlo-Atherton or any of the District’s other comprehensive high schools may have the effect of reducing minority enrollment in, and increasing the racial isolation of East Palo Alto students enrolled in the District’s other high schools. Menlo-Atherton also offers strong support to its underserved students and works very closely with the Ravenswood School District and non-profit partners. Further, a significant loss of enrollment by EPAA to ODA could negatively impact the availability and quality of its programs at that site due to a corresponding loss of revenue. If the impact is severe enough, this could affect EPAA’s continuing viability. Currently, EPAA receives strong support from Stanford New Schools for its wrap-around support services, including full scholarships for all students matriculating into four-year universities.

It does not appear likely that ODA will draw many students from either the Palo Alto Unified School District or EPAA, as these students have been committed to these programs since Kindergarten. Also, it does not appear likely that ODA will draw students away from opportunities to attend Eastside Prep or other elite private schools offering full scholarships.

Entering this crowded field of schools in 2018-19 will be the District’s new Menlo Park small school, which we also anticipate will draw a portion of its students from the East Palo Alto community. This school will offer a Linked Learning technology- themed curriculum in partnership with the San Mateo County Community College District and surrounding high technology businesses.

While the ODA enrollment target of 68 students per year appears small, it actually represents approximately 20 percent of all students residing in East Palo Alto currently attending SUHSD schools. This enrollment target may prove challenging for ODA to meet and, even if met, may contribute to an increase of racial isolation and a diminishing of opportunity for other community students.

Questions that Arise in the Preliminary Review of the Charter Petition

In preparation for the April 20, 2016, public hearing, District staff has preliminarily reviewed ODA's petition and has identified a number of questions and issues that have been shared with petitioners ahead of the hearing. There will likely be additional questions regarding the charter petition as staff continues its review. District staff will be available to further evaluate these matters with petitioners over the next several weeks prior to the Board taking final action on the charter petition.

Facilities

The petition states that ODA intends to locate within an appropriate facility within East Palo Alto. For example, on page 143 the petition states that ODA will seek a space in an existing "youth-facing" organization. However, it is not clear that any such site has been identified that would meet zoning requirements of the City of East Palo Alto.

Along similar lines, a letter of support is included in the petition from the pastor of St Francis de Assisi Church stating that church property may possibly be used for the school. However, District staff needs to understand whether the many issues regarding the locating of a public school campus on church property have been adequately addressed. Moreover, to date, ODA has not clarified whether the available space will allow for implementation of the full high school curriculum, including laboratory science.

Further, on page 6 of the charter's budget section it is assumed that the lease rate for ODA's facilities will range from \$25-\$40 per foot on an annual basis. Assuming the school locates a property at the more favorable rate (\$25), and then it will be seeking in its first year a facility of 2,600 square feet (per page 6 – budget section) with a plan to grow to a facility of 10,876 feet in its fourth year. Given the need to increase square footage on an annual basis, the District needs to understand whether ODA intends to expand within a single property or relocate periodically. These square footage amounts appear to be very minimal from a high school perspective. Also, if it is only possible for ODA to lease property at the higher rate, these amounts will be even further reduced.

Finally, the charter states that ODA reserves the right to submit a Proposition 39 facilities request to the SUHSD. The District needs to understand whether such a request would be made for the 2017-18 school year.

First Year Academic Program

The charter petition states that in ODA's first year of operation (2017-18) the school will employ three certificated teachers. The petition also states that all teachers will be highly qualified. Beginning on page 55, the petition describes the English-Language Arts, mathematics, science, social studies, visual and performing arts, and physical education programs. On page 41, the petition also states that foreign language will be taught and that many core subject area classes will be offered in a blended model in which students will have opportunity to take the same class for Advanced Placement (AP) or regular credit. District staff needs to understand how ODA will provide this range of programs with optional AP differentiation utilizing only three teachers, as well as what the timelines will be for Western Association of Schools and Colleges (WASC) accreditation and approval of A-G college requirement courses.

Fourth Year Academic Program

On page 5 of the petition's budget section, it states that, at full enrollment during the fourth year of the school's existence, there will be 10 classroom teachers at ODA, serving the projected population of 272 students. This compares with EPAA, a slightly larger school of 306 students, with 22 classroom teachers. Given the course offerings listed on page 41 and the fact that most classes will be offered at the AP level, the academic program will rely heavily on technology to deliver course content (page 43). Staff believes that ODA will need to more fully describe the role of teachers in meeting the learning needs of entering students with a very wide range of achievement and California English Language Development Test (CELDT) levels in order to meet the school's stated outcomes that 75 percent of students will test proficient

on the California Assessment of Student Performance and Progress (CAASPP), 80 percent will receive a 3 or higher on an AP test, and 100 percent of students will meet A-G requirements (page 94-95).

Credit for Work in the Community

According to ODA's charter petition, students will receive core academic classes in either a morning or afternoon "studio block." In their non-studio block time, they will take elective classes, such as foreign language and art, and apply their learning in community settings. District staff notes that the petition does not identify community settings that will be used nor does it describe the basis upon which course credit and grades will be awarded. Staff seeks a better understanding of how the curriculum in these elective classes will compare in terms of content and rigor to classes offered in comprehensive high schools.

Also, the charter petition contains very little detail relating to students' use of time outside the half day "studio block." On page 53 reference is made to Regional Occupation Programs (ROPs) as an important part of the community portion of the instructional day and is listed as a provider of adult supervision. ROP funding has been eliminated statewide and San Mateo County's program was closed two years ago. Therefore, District staff requires that petitioners more fully describe the community program as it relates to curriculum, accountability, and supervision. The District would also need to know how adults that work with students in the community will be trained, supervised, and whether they will be fingerprinted.

Role and Qualifications of Socio-Emotional Coaches (SELCS)

As described in the charter petition, the SELC is a key position in the school, with responsibilities for establishing socio-emotional goals for students (page 42), guidance counseling (page 42), monitoring of student work, investigating disciplinary incidents, tracking student discipline data, and being a liaison to parents. In light of the substantial and key programmatic role played by SELCs, District staff finds it noteworthy that the position pays \$40,000 annually and that the petition does not clearly state the educational and experience requirements for the job. However, staff does note that this will be a classified position that does not require a Pupil Personnel Services (PPS) credential. District staff believes that the petitioners should provide further information about how qualified individuals will be recruited and retained.

Qualifications and Recruitment of Teachers

The petition states that ODA will conduct continuous, year-round searches for high caliber teaching candidates (page 45). There is a current teacher shortage that has made recruitment and retention of teachers by school districts a more challenging process than has historically been the case. The ODA charter petition suggests that ODA teachers will be required to work a longer day and put in more work days each year than teachers in surrounding public schools. Further, ODA is proposing to not offer enrollment in the State Teachers Retirement System (STRS) as a benefit for teachers. Typically, charter schools do participate in STRS for certificated employees. Staff believes that this combination of factors may negatively impact recruitment and retention of ODA and seeks more information on this matter. On page 136 of the petition, the qualifications for teachers are listed. They do not specify that teachers hold single subject credentials in assigned subject areas. District staff believes that more information is needed regarding qualifications, as well as whether all teachers will hold single subject credentials in their subject area. If that is indeed the intent, staff seeks information on how this will work in Year One with only three teachers.

Special Education

Staff notes that it will be problematic for the District to provide special education services to ODA as proposed in the petition (page 71). Existing staff is already fully assigned to caseloads throughout the District and, owing to ODA's proposed location, staff would have to be assigned to ODA students on an itinerant basis to serve a relatively small number of students in a non-traditional educational setting. This may require the District to hire additional staff whose cost would significantly exceed the proposed reimbursement from ODA.

ODA's petition in the area of special education is incongruent in several places in the petition and District staff believes that further information should be required to ensure that ODA is fully informed of local educational agencies' procedural and substantive responsibilities. While ODA wants the District to provide special education services to its students, ODA seeks to maintain control over various significant aspects of special education services. For example, ODA asserts that it should maintain sole control over and responsibility for Non Public School (NPS) placements, which runs contrary to the plan to have the District provide these services.

Further, the petition states that ODA will handle its own due process hearings, which again, runs contrary to the notion that the District will provide special education services for ODA students. ODA wants to represent itself at the Special Education Local Plan Area (SELPA) meetings, which is, again, contrary to the notion that ODA would be deemed a school of the District for special education purposes. SELPA representation is mainly composed of Directors/Administrators over Special Education in a Local Education Agency (LEA). ODA has not indicated that there will be a trained administrator over special education in the first two years. Finally, ODA's petition indicates that it wants the District to be responsible for any excess special education costs, which staff believes is a matter that warrants significant further discussion.

SUMMARY

District staff looks forward to reviewing these and other concerns with ODA petitioners prior to the May 25, 2016, meeting in which the Board of Trustees will need to take action on the petition. Further, there may be additional questions that arise as the petition is reviewed in greater depth by district staff that will be forwarded to ODA. Open communications channels will ensure that the Board will have all the necessary information it needs to evaluate the petition against the criteria listed on page 1 of this background.

b. DISCUSSION OF DRAFT ACTION STRATEGIES FOR DISTRICT STRATEGIC PLAN

SITUATION

At the March 2, 2016, special meeting, the Board reviewed and provided input to the first draft of the Strategic Planning Goals and Action Steps. Based on observations given at the meeting, a revised version of the document is being brought forward for further Board discussion and input. Updates to the document are printed in red. It is important to note that the purpose of this document is to list in one place everything staff is doing to meet the Strategic Plan goals (the big picture). An annual process will be put in place by which the Board determines upon which to focus for the year (the annual foci).

14. ACTION ITEMS

a. ADOPTION OF RESOLUTION NO. 1569, INCREASE FACILITIES FEES—DEVELOPER FEES (by roll call vote)

SITUATION

Following the Public Hearing it is recommended that the Board takes action on adopting Resolution No. 1569, Increasing School Facilities Fees as authorized by Government Code Section 65995 (b)3. Attached with the background materials are Resolution No. 1569, and the Developer Fee Study.

FISCAL IMPACT

No impact to General Fund; Resolution No. 1569 will increase income in the Capital Facilities Fund.

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1569, Increasing School Facilities Fees pursuant to Education Code Section 65995 (b) 3.

b. APPROVAL OF CONSTRUCTION BID FOR WOODSIDE HIGH SCHOOL J-WING STEM BUILDING

SITUATION

The Board authorized HMC Architects on October 14, 2014, to begin design on a state-of-the art building at Woodside High School. The building is now designed and approved; it includes a robotics facility with classroom, machine and welding shop, and storage; as well as a chemistry laboratory and lecture area, physics classroom, and general classroom spaces. A dynamic learning courtyard, student collaborative space, and reconfigured softball field and practice lights are also included in the project scope.

Bids were accepted for the new Woodside High School J-Wing Science Technology Engineering Math (STEM) Building at on Thursday April 14, 2016. The following responsive bids were received:

Contractor Name:	Base Bid Amount:
1) BHM Construction, Inc.	\$13,319,000
2)* USS Cal Builders Inc.	\$13,649,000
3) Gonsalves & Stronck Construction Company Inc.	\$13,650,000
4) Rodan Builders, Inc.	\$14,175,000

* Unresponsive bidder; MEP subcontractors were not prequalified.

The low bidder came in almost exactly at the estimated cost, allowing the District to select a limited number of alternates, including concrete paving, a movable partition in two of the general classrooms, and appropriate landscaping.

FISCAL IMPACT

No impact on the General Fund; all funds will be paid from Measure “A” bond monies or other construction related funds.

RECOMMENDATION

That the Board of Trustees approves the Woodside High School J-Wing STEM Building bid with BHM Construction Inc., in the amount of \$14,526,000 (base bid, plus a District controlled contingency of \$932,000 and Alternates 1, 3A, and 4).

15. BOARD OF TRUSTEES’/SUPERINTENDENT’S COMMENTS, COMMITTEE REPORTS, AND AGENDA SETTING

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE PROPOSED APRIL 27, 2016, BOARD STUDY SESSION, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE AGENDA

a. Discussion of Student Academic Stress

POSSIBLE AGENDA ITEMS FOR THE MAY 4, 2016, AT 6:30 P.M., JOINT BOARD MEETING WITH REDWOOD CITY ELEMENTARY DISTRICT, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE AGENDA

POSSIBLE AGENDA ITEMS FOR THE MAY 11, 2016, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Adoption of three resolutions: Maintenance Assessment District; TRAN, and Year-end Budget Transfers
- b. Planning for 2016-17 Budget
- c. Consideration of Approval of BoardDocs On-line Board Agenda Platform

POSSIBLE AGENDA ITEMS FOR THE MAY 25, 2016, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Report on Governor's May Revision for 2016-17
- b. 2015-16 Fund Balance and Reserve Requirements
- c. Report on Mental Health Task Force
- d. Presentation of East Palo Alto Academy and Sequoia High School WASC/SPSA Site Plan
- e. Report on English Learners' Task Force