

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO: Board of Trustees

DATE: February 4, 2015

FROM: James Lianides,
SuperintendentSUBJECT: Personnel Recommendations
for February 4, 2015
Board MeetingEmployment – Certificated

Brown	Thomas	M	Teacher – Mathematics	.2 fte	01/26/15	E.C. 44920
Brown	Thomas	M	Teacher – Mathematics	.2 fte	01/26/15	E.C. 44919
Carey	Liam	W	Teacher – Special Education	.2 fte	01/05/15	E.C. 44919
Finlay	Katharine	S	Teacher – Science	.2 fte	01/05/15	E.C. 44919
Garcia-Huitron	Carlos	S	Teacher – World Languages	.2 fte	01/05/15	E.C. 44920
Hale	Jennifer	S	Teacher – English	1.0 fte	01/26/15	E.C. 44920
Mehta	Jayanthi	W	Teacher - Special Education	.28 fte	01/05/15	E.C. 44918
Veatch	Christina	D	School Psychologist	1.0 fte	01/20/15	E.C. 44918

Notice of Termination-Certificated

Gleaton	Lisa	C	Principal – Carlmont	Resignation	1.0 fte	06/30/15
Sokol	Jan	S	Teacher – English	Resignation	1.0 fte	01/13/15

Employment – Sequoia Adult Certificated

NONE

Notice of Terminations – Sequoia Adult Certificated

NONE

Approved Requests for Leave of Absence for the 2014-15 School Year

NONE

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO: Board of Trustees

DATE: February 4, 2015

FROM: James Lianides,
SuperintendentSUBJECT: Personnel Recommendations
for February 4, 2015
Board MeetingEmployment – Classified

Alaee	Sahara	C	Student Worker	Student	0.5 fte	10/07/14
Dodge Navarrete	Sarah	D	Sr. Office Assist/HR	Probationary	1.0 fte	01/20/15
Guglielmone	Anthony	D	Inclusion Aide Sub	Temp	1.0 fte	12/16/14
Rich	Nicholas	D	Student Worker	Student	0.5 fte	01/23/15
Rollin	Dottress	D	Sr. Office Assist/FOOD	Retiree	1.0 fte	01/16/15
Rose	Hunter	D	Student Worker	Student	0.5 fte	01/28/15
Torres	Jasmine	D	Student Worker	Student	0.5 fte	12/09/14
Torres	Raquel	E	Sr. School Secretary	Probationary	1.0 fte	01/27/15
Umber	Sara	D	Student Worker	Student	0.5 fte	01/20/15
Wasilewski	Josephine	E	Sr. School Secretary	Retiree	0.5 fte	01/12/15

Notice of Terminations

Amaku	Ete-Kamba	W	Inclusion Aide/SCIA	Resignation	1.0 fte	01/29/15
Crowder	Willie	M	On-Call Custodian	Resignation	1.0 fte	01/27/15
Gularte	Linda	C	IA II	Termination	1.0 fte	01/23/15
Winnen	Kaitlin	S	IA II	Resignation	1.0 fte	01/30/15

Employment – Adult School

NONE

Date: 2/4/15

Site: District **Department:** Transportation **Date:** 01-05-15

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

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing (Signature)

Board date: 2/4/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: District **Department:** Food Services **Date:** 1/28/15

[illegible]


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

Dept. Head Nora DeCaro

Principal _____

Site Technology (if applicable)_____

District Tech (if applicable) Dir. IT

Director of Purchasing ()

Purchasing Dept. & W/H use only

Board date: 2/4/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Woodside High School

Department:

Tech

Date: 1/7/15 Pg1

Quantity	Description	WID	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	US Mach P4	N/A	73043	N/A	37801	Recycle/Dispose
1	US Mach P4	N/A	72540	200738-11	37652	Recycle/Dispose
1	US Mach P4	N/A	80313	200807-3	37887	Recycle/Dispose
1	US Mach P4	N/A	80313	200807-5	37888	Recycle/Dispose
1	US Mach P4	N/A	80313	200807-1	37889	Recycle/Dispose
1	US Mach P4	N/A	61911	200576	37119	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-099	38157	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-098	38161	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-107	38165	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-120	38170	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-113	38171	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-117	38174	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-121	38176	Recycle/Dispose
1	Dell Optiplex P4	N/A	N/A	00043-637-537-125	38181	Recycle/Dispose
1	Dell Optiplex	N/A	N/A	6SYS571	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC13600844	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601528	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601582	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601533	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601577	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601578	N/A	Recycle/Dispose
1	KDS 15" Monitor	N/A	N/A	1540SBC35601522	N/A	Recycle/Dispose
1	NEC Monitor	N/A	N/A	41530955GA	N/A	Recycle/Dispose
1	NEC Monitor	N/A	N/A	41530951GA	N/A	Recycle/Dispose
1	Viewsonic Monitor	N/A	N/A	P1G042200218	N/A	Recycle/Dispose

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

Dept. Head _____

Principal Pionebeck

Site Technology (if applicable) _____

District Tech (if applicable) _____

Director of Purchasing _____

Dir. IT

Purchasing Dept. & W/H use only

Board date: 2/1/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Woodside High School

Department:

Tech

Date: 1/7/15 Pg2

Quantity	Description	WID	Original P.O. #	Serial #	SUHS I.D. #	Suggested Disposition
1	Dell Optiplex GX620	N/A	N/A	BJQ3RC1	39395	Recycle/Dispose
1	Dell Optiplex GX620	N/A	N/A	9JQ3RC1	39394	Recycle/Dispose
1	Dell Optiplex GX620	N/A	N/A	3JQ3RC1	39391	Recycle/Dispose
1	Dell Optiplex GX620	N/A	N/A	BYVC8C1	N/A	Recycle/Dispose
1	Dell Optiplex GX620	N/A	N/A	1YVC8C1	N/A	Recycle/Dispose
1	HP Deskjet Printer 950C	1726	32779	MYO3218OQ7	34723	Recycle/Dispose
1	Dell GX520	N/A	N/A	7MPSB91	38235	Recycle/Dispose
1	Dell GX520	N/A	N/A	00043-637-537-112	38173	Recycle/Dispose
1	Dell GX520	N/A	N/A	00043-637-537-101	38154	Recycle/Dispose
1	Dell GX520	N/A	N/A	2MPSB91	38238	Recycle/Dispose
1	Comet 1.2ghz	N/A	N/A	963397	N/A	Recycle/Dispose
1	Dell GX520	N/A	N/A	1WN3091	38249	Recycle/Dispose
1	Dell GX520	N/A	N/A	JVN3D91	38247	Recycle/Dispose
1	Dell GX520	N/A	N/A	5WN3D91	38246	Recycle/Dispose
1	Dell GX520	N/A	N/A	7WN3D91	38248	Recycle/Dispose
1	Dell GX520	N/A	N/A	6C8BF91	38251	Recycle/Dispose
1	Dell GX520	N/A	N/A	7C8BF91	38252	Recycle/Dispose
1	Dell 745	N/A	N/A	7S3XFC1	N/A	Recycle/Dispose
1	Comet 1.2ghz,	N/A	N/A	963335	N/A	Recycle/Dispose
1	HP DeskJet Printer 950C	1738	N/A	MY06a11007	34734	Recycle/Dispose
1	EIKI Overhead	N/A	N/A	4312067	N/A	Recycle/Dispose
1	Epson Printer	N/A	N/A	FHUE072676	N/A	Recycle/Dispose
1	Dell Monitor	N/A	N/A	05w5404663339h1	N/A	Recycle/Dispose
1	Panasonic VCR	N/A	N/A	J0KN01968	N/A	Recycle/Dispose
1	Scanner, Copier Printer Combo (Brothers)	N/A	N/A	a2j916966	36021	Recycle/Dispose

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: <u>2/4/2015</u>
W/H action: _____
Date: _____
By: _____

RESOLUTION NO. 1534a
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION DESIGNATING INDIVIDUALS AUTHORIZED TO SIGN ORDERS
FOR SEQUOIA UNION HIGH SCHOOL DISTRICT

WHEREAS, Education Code Section 42632 states:

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the District, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the District shall be authorized to sign orders, and

WHEREAS, Education Code Section 42633 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools, and

WHEREAS, the Governing Board of the Sequoia Union High School District has authorized any two of the following six officers' or employees' signatures on SUHSD orders:

1. James Lianides, Superintendent
2. Enrique Navas, Assistant Superintendent, Administrative Services Department
3. Bonnie Hansen, Assistant Superintendent, Educational Services Department
4. David Reilly, Assistant Superintendent, Human Resources and Professional Development Department
5. Martin Fuentes, Controller
6. Marie Jones, District Accountant
7. Mathew Zito, Chief Facilities Officer

THEREFORE, IT IS HEREBY RESOLVED that the County Superintendent of Schools be notified of this action on the Authorized Signature Card, Form F-9A, issued by said County Superintendent.

PASSED, APPROVED, AND ADOPTED, this 4th day of February, 2015.

AYES: _____

NOES: _____

ABSENCES: _____

ATTEST:

Clerk of the Board
Sequoia Union High School District
County of San Mateo, State of California

RESOLUTION NO. 1534b
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION DESIGNATING INDIVIDUALS AUTHORIZED TO SIGN ORDERS
FOR SEQUOIA UNION HIGH SCHOOL DISTRICT

WHEREAS, Education Code Section 42632 states:

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the District, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the District shall be authorized to sign orders, and

WHEREAS, Education Code Section 42633 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools, and

WHEREAS, the Governing Board of the Sequoia Union High School District has authorized any two of the following six officers' or employees' signatures on SUHSD Bank of America Clearing Account No. 00328-80151:

1. James Lianides, Superintendent
2. Enrique Navas, Assistant Superintendent, Administrative Services Department
3. Bonnie Hansen, Assistant Superintendent, Educational Services Department
4. David Reilly, Assistant Superintendent, Human Resources and Professional Development Department
5. Martin Fuentes, Controller
6. Marie Jones, District Accountant
7. Mathew Zito, Chief Facilities Officer

THEREFORE, IT IS HEREBY RESOLVED that Bank of America, located at 700 Jefferson Avenue, Redwood City, CA 94063, be notified of this action on the Authorized Signature Card.

PASSED, APPROVED, AND ADOPTED, this 4th day of February, 2015.

AYES: _____

NOES: _____

ABSENCES: _____

ATTEST:

Clerk of the Board
Sequoia Union High School District
County of San Mateo, State of California

RESOLUTION NO. 1534b
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION DESIGNATING INDIVIDUALS AUTHORIZED TO SIGN ORDERS
FOR SEQUOIA UNION HIGH SCHOOL DISTRICT

WHEREAS, Education Code Section 42632 states:

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WHEREAS, the Governing Board of the Sequoia Union High School District has authorized any two of the following six officers' or employees' signatures on SUHSD Bank of America Clearing Account No. 00328-80151:

1. James Lianides, Superintendent
2. Enrique Navas, Assistant Superintendent, Administrative Services Department
3. Bonnie Hansen, Assistant Superintendent, Educational Services Department
4. David Reilly, Assistant Superintendent, Human Resources and Professional Development Department
5. Martin Fuentes, Controller
6. Marie Jones, District Accountant
7. Mathew Zito, Chief Facilities Officer

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PASSED, APPROVED, AND ADOPTED, this 4th day of February, 2015.

AYES: _____

NOES: _____

ABSENCES: _____

ATTEST:

Clerk of the Board
Sequoia Union High School District
County of San Mateo, State of California

RESOLUTION NO. 1534c
SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION DESIGNATING INDIVIDUALS AUTHORIZED TO SIGN ORDERS
FOR SEQUOIA UNION HIGH SCHOOL DISTRICT

WHEREAS, Education Code Section 42632 states:

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the District, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the District shall be authorized to sign orders, and

WHEREAS, Education Code Section 42633 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools, and

WHEREAS, the Governing Board of the Sequoia Union High School District has authorized any two of the following six officers' or employees' signatures on SUHSD Union Bank Revolving Cash Fund Account No. 1660000999:

1. James Lianides, Superintendent
2. Enrique Navas, Assistant Superintendent, Administrative Services Department
3. Bonnie Hansen, Assistant Superintendent, Educational Services Department
4. David Reilly, Assistant Superintendent, Human Resources and Professional Development Department
5. Martin Fuentes, Controller
6. Marie Jones, District Accountant
7. Mathew Zito, Chief Facilities Officer

THEREFORE, IT IS HEREBY RESOLVED that Union Bank, located at 675 Jefferson Avenue, Redwood City, CA 94063, be notified of this action on the Authorized Signature Card.

PASSED, APPROVED, AND ADOPTED, this 4th day of February 2015.

AYES:

NOES:

ABSENCES:

ATTEST:

Clerk of the Board
Sequoia Union High School District
County of San Mateo, State of California

NEW BOOK PRE-PILOT EVALUATION

INSTRUCTIONS:

- Before piloting the book, please answer each question. If a question does not apply to your proposal, briefly explain why.
- In cases where incomplete evaluations are received (or required information is not provided), the form will be returned to the originator.
- Follow SUHSD flowchart for approval process.
- Complete a background statement if Board approval is necessary (see *attached sample*).
- Complete an evaluation form after pilot period

Amie Ranum 11-18-2014
Originator Date
Sequoia High School
School
[Signature] 12/9/14
Dept. Chair's signature Date
[Signature] 12/10/14
Principal's signature Date
[Signature] 12/10/14
IVP's signature Date
Subject Area Council approval date 12/16/14

Asst. Superintendent's signature Date

GENERAL INFORMATION

Book Title/Edition Zeitoun Author(s) Dave Eggers
Publisher Vintage Books Copyright Date 2009
ISBN No. 978-0-307-38794-3 No. of Pages 325 No. of Copies Needed 270 Price \$12.91
Course Title(s) English III Department(s) English

Check all that apply:

Grade Level(s) 9 10 ☒ 11 12

Reading Level(s): 11th / 12th

Type of Book ☐ Textbook ☒ Literature ☐ Reference ☐ Test Prep ☐ Other _____

Use of Book ☒ Copy for Each Student ☐ Class Set ☐ Outside Reading ☐ Summer Reading
☐ Teacher Use Only ☐ Other _____

Approved by SAC 12/16/14
Approved by IVPs 1/15/15

Approved by Principals' 1/27/15

PROCESS

1. Which **schools** will be piloting the book and **how many sections** will there be at each site?

Sequoia - 6 sections of English III.

2. What is the **current book** being replaced? Why is it being replaced?

None.

3. How was this book selected? What **criteria** were used? Who participated in the selection?

Zeitoun was selected because we are trying to teach more non-fiction texts as we implement Common Core State Standards. The English III teachers participated in the selection.

CONTENT

4. Cite how this book addresses **SUHSD content standards** and/or **California subject area framework(s)** as well as school **ESLRs**. Provide specific references.

CCSS 11-12 Reading Informational Text: Zeitoun addresses these standards 1, 2, 3, 4, 5, 10 by presenting a true account of Hurricane Katrina which will require students to cite evidence, determine theme, analyze structure and comprehend literary non-fiction.

5. At what **reading level** is the book written? (Use computer analysis in addition to the publisher's estimate and any other methods of analysis.)

Lexile = 1180 (equivalent to 11th/12th grade reading level)

6. Was the book reviewed for **social content** (i.e., ethnicity, race, gender, etc.)? If so, what were the results?

Yes. The book takes place in New Orleans; the characters are from a diverse array of ethnic and socio-economic backgrounds. The main family featured in the text is Middle Eastern.

7. If the book is a work of **literature**, address the following: literary genre, brief plot summary, major themes, cultures addressed, potential controversy, etc.

◐ Literary Non-Fiction

- ◐ Abdulrahman Zeitoun, owner of a contracting business, lives in New Orleans with his wife and four children. When Hurricane Katrina strikes, he stays in the city to protect his house and help his neighbors. He is arrested under false accusations, ending up in prison.
- ◐ Struggle + perseverance, freedom, human rights, disaster, community
- ◐ Syrian, African American
- ◐ ?

PHYSICAL FEATURES

8. Was the book reviewed for its **physical features** (i.e., font size, hardcover vs. paperback, durable binding, graphics and illustrations, etc.)? If so, what were the findings?

◐ n/a - regular paperback

9. List **additional materials** available with the book, their price, and which materials, if any, will be purchased.

EXCEPTION TO THE APPROVAL PROCESS (if applicable)

10. Explain any circumstances that would warrant an **exception** to the approval process (e.g., new but unchanged edition, necessity to order more than 100 books for pilot, classic title, used in neighboring district, test preparation workbook, etc.). Leave blank if there is no exception.

We would like to order more than 100 books because we want to pilot it in six classes.

Agenda Item: 8K

Date: 2/4/15



1/29/15

James Lianides, Ed, D Superintendent
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

RE: Lease-Lease Back Amendment

Dear Enrique:

It has come to Alten Construction's (ACI) attention that there has been a clerical error during the finalization of the Agreements' Guaranteed Maximum Price (GMP).

ACI entered into an Agreement with SUHSD to perform preconstruction services for the amount of \$15,000. Per the LLB Agreement, ACI was to include these Preconstruction Service Costs into the total GMP amount for the new construction.

During the final GMP calculations, ACI had inadvertently not included the \$15,000 preconstruction costs into the final GMP. The original Exhibit D Attachment #3 breakdown clearly shows there was not a line item provided for the services. This error will require an Amendment to the current GMP amount of \$2,868,824 so that the corrected GMP total will be listed at \$2,883,824. Revised breakdown attached.

PROPOSED AMMENDMENT:

- 1) AMMEND \$15,000 to GMP, REVISED TOTAL PROJECT GMP TO BE \$2,883,824

 1-29-15
Shannon Alten-Alten Construction Date

James Lianides, Ed, D Superintendent Date

Sincerely,

Eric Onick
Project Manager
Alten Construction

10/31/2014

6:48 AM

DOOR HARDWARE INSTALL	Alten	Richmond	7,500
Access Doors	Alten	Richmond	2,300
Overhead Colling Doors	Nor Cal Overhead Door	Brentwood	40,488
Glass & Glazing	Cline Glass	Fremont	14,040
Acrylic PC Plaster	Harrison Drywall	SF	8,500
Gypsum Board	Harrison Drywall	SF	78,868
Acoustical Ceilings	Acoustics By the Bay	Oakland	4,984
Resilient Flooring	BT Mancini	Milpitas	12,554
FRP Panels	Miller Paneling	Woodland	1,800
Painting	Brite Painting	Oakland	24,000
Signage	Specialized Graphics	Concord	2,238
Tollist Accessories	JD Specialties	Stockton	2,390
Fire Extinguishers	Alten	Richmond	1,450
Lockers	Alten	Richmond	12,000
Horizontal Louver Blinds	Fashion Drapery	SF	3,040
Fire Protection	Ingram Fire	San Amteo	23,018
Plumbing	Cal Pacific Plumbing	SF	232,800
HVAC & Sheet Metal	Monarch Mechanical	Rio Vista	244,990
Electrical & Telcomm	Atlas Pelizzari (\$670,750)	Redwood City	324,800
Misc Electrical Install	Alten	Richmond	21,744
Electrical Vandalism	Atlas Pelizzari	Redwood City	215,000
Generator	Atlas Pelizzari	Redwood City	131,150
Misc Generator Install	Alten	Richmond	7,781
Overhead & Profit			142,399

10/31/2014

6:48 AM

Transportation & Maintenance Phase 2			
General Conditions	Alten	Richmond	268,240
Survey	Ridgeline	Stockton	3,700
Abatement/Demolition	Allied Environmental	Hayward	67,450
Hard Demolition	Break Away Concrete	Coyote	23,680
Board Up Wall Openings	Alten	Richmond	8,500
Security Cameras	Alten	Richmond	7,000
Rebar Scanning for Wall Cutting	Alten	Richmond	10,010
Grading/Paving/Utilities	Kingdom Pipelines	San Bruno	86,050
Pavement Marking	Compass	Hayward	3,500
Chain Link Fences & Gates	Golden Bay	Stockton	29,704
Rebar	Alten	Richmond	8,200
Site Concrete	Alten	Richmond	24,362
Concrete	Alten	Richmond	38,422
Structural Steel & Metal Fab	National Metal	Hayward	66,000
Misc. Steel Install	Alten	Richmond	10,840
Rough Carpentry	Alten	Richmond	216,485
Finish Carpentry	Alten	Richmond	2,842
Arch Woodwork	BK Mill	Newark	4,640
Vapor Ctrl/Conc Sealer	STS	Rancho Cordova	20,812
Roof Patching Allowance			15,000
Thermal Insulation	Alcal	Fremont	6,690
Joint Sealants	Alten	Richmond	6,500
Door hardware Supply	Design hardware	FOB	27,374

Bonds and Insurance			50,314
Paint Ext Bldg- Alt#1			27,795
Unforeseen Vandalism Allow			200,000
District Allow			75,000
Preconstruction Services			15,000
Total Bid			2,883,824



2014-2015
Local Control Accountability Plan
Amended

to

The Board of Trustees of
Sequoia Union High School District

February 4, 2015

Presented by
Dr. Morgan Marchbanks, Principal & CAO
Karen Drachler, COO

East Palo Alto Academy
Local Control Accountability Plan

LEA: Sequoia Union High School District
LCAP Year: 2014/15 Revised

Contact: Dr. Morgan Marchbanks, Principal and Chief Academic Officer, mmarchbanks@seq.org, (650) 839-8900 Ext 78010

Introduction

East Palo Alto Academy annually serves up to 300 9th-12th-grade students. We anticipate growth to 360 students over the next six years.

Although located in the SUHSD, a basic aid district, our school serves a unique subset of the district's student population, as reflected in the following demographic figures:

	EPAA		DISTRICT	
Total Enrollment 2013-2014:	263		8,368	
Eligible for free or reduced lunch:	254	97%	38%	
Primary language other than English:	230	87%	38%	
Students with Disabilities	24	9%	12%	
Hispanic/Latino	215	82%	46%	
African-American	23	9%	3%	
Samoan & Other Pacific Islander	21	8%	3%	* Broad category of Pacific Islander in SUHSD
Asian Indian	3	1%	7%	* Broad category of Asian in SUHSD
White	1	0%	35%	

This LCAP is largely informed by our school's recently completed, and approved, WASC plan.

Stakeholder Engagement Revised
<p><u>Involvement Process</u></p> <p>September 12, 2013 -- Began the year with an orientation for members of the School Site Council. This included an overview of the role and the responsibilities of the Site Council and the ELAC, an election of officers for the year and a review of the bylaws.</p> <p>The bulk of the meeting was a review of the WASC process EPAA went through in 2012-13 with a particular focus on the WASC Action Plan that was created through that process.</p> <p>October 17, 2013 -- Began the discussion of how to merge the WASC Action Plan into the School Plan and looked at the data that led us to the goals that were created by the action plan. We got input from students and parents about other issues that we should address as a school and in the process began to utilize that input to modify and/or create goals.</p> <p>January 16, 2014 -- We continued the analysis of data and again got significant input from staff, students and parents about progress on the WASC goals. We reviewed the eight state priorities that need to be addressed in the LCAP and began the process of blending the WASC Action Plan with the LCAP.</p> <p>March 27, 2014 (6:30 pm): Presentation and Comment Meeting 2: Assembled representative parent group, a Parent Advisory Council. Present the LCAP revision as developed to incorporate actionable consultation feedback from Consultation Meetings 1 through 4. Obtained parent comments.</p> <p>May 22, 2014 -- Presented to SSC and invited stakeholders for final input and commentary from parents, students and staff</p> <p>June 2, 2014 -- Presented draft 1 LCAP to Stanford New Schools Board for approval. Goals were adjusted to reflect Boards's input and expertise.</p> <p>June 11, 2014 -- Presented to SUHSD Board of Trustees for public hearing.</p> <p>June 25, 2014 -- Presented to SUHSD Board of Trustees for approval.</p> <p>December 10, 2014- EPAA staff met to establish student priorities for Concentration Grant funds.</p> <p>February 4, 2015 - Presenting ammended LCAP to SUHSD Board of Trustees due to new status as Concentration Grant awarded charter school.</p>

Section 2: Goals and Progress Indicators

Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	EPAA Affected	Annual School Update	Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	Related State & Local Priorities
<p>Need #1: Sustain the current level of fully credentialed and appropriately assigned employees as well as the number of highly qualified teachers under NCLB and increase the number of staff who reflect the diversity of the EPAA population.</p> <p>Need #1b: For the implementation of CCSS, to adopt and secure sufficient standards- aligned instructional materials.</p> <p>Metric #1: A credentialed and highly qualified teacher assigned to each subject area, demographic data on teaching staff, board-approved and secured materials each year. Percentage of fully credentialed teachers and appropriate materials, CCSS textbooks.</p>	<p>Goal #1a) Increase by 10 percent per year the new credentialed employees hired to reflect the ethnic diversity of the school's student body.</p> <p>Goal #1b) Adopt and secure materials for at least one course per year in integrated Mathematics and ELA.</p>	All	EPAA Affected	N/A	a) 18% of newly-hired EPAA teachers will reflect diverse student population; b) EPAA will adopt and secure materials for Mathematics I; write draft ELD curriculum aligned to new ELD the standards	a) 20% of newly-hired EPAA teachers will reflect diverse student population; b) EPAA will adopt and secure materials for Mathematics II; Implement draft ELD curriculum aligned to new the ELD standards	a) 22% of newly-hired EPAA teachers will reflect diverse student population; b) EPAA will adopt and secure materials for Mathematics III, English novels, math materials, and literacy materials.	State Priority #1
<p>Need #2: The adoption of the Common Core requires revisiting curriculum maps and instructional design. A significant number of students score below proficient on external measures of academic knowledge and skill.</p>	<p>Goal #2a) Convene school-based curriculum committees to design curriculum aligned to CCSS and NGSS, implement literacy standards across all subject area and integrate standards specific to meeting the needs of English Learners and students with learning differences.</p> <p>Goal #2b) Integrate collaborative planning time in the school's master schedule.</p>	All	EPAA Affected	N/A	Implement Integrated Mathematics I and II and 9th - 10th grade English/ELD CCSS standards. Initiate implementation of ELD standards in ELD classes	Implement Mathematics II, 11th and 12th grade CCSS standards. ELD standards in content areas. Implement 2-3 more literacy standards in other subject areas.	Implement Mathematics III and full literacy standards in subject areas and ELD standards in content areas.	State Priority #2
<p>Metric #2: Proficient or above SBAC test results</p>								
<p>Need #3: Academic support and intervention need to reflect the priorities of our student community.</p>	<p>Goal #3: Analyze the parent experience at EPAA and seek input around supporting student success</p>	All	EPAA Affected	N/A	Implement ELAC; CAB; Parent, Guardian, Teachers Organization (PGTO); and site parent workshops with targeted parents and increase representation of such parents in SSC, CAB, and PGTO.	Increase by 5% ELAC, CAB, PGTO, and site parent workshops with targeted parents and increase representation of such parents in SSC, CAB, and PGTO.	Increase by 10% ELAC, CAB, PGTO, and site parent workshops with targeted parents and increase representation of such parents in SSC, CAB, and PGTO	State Priority #3
<p>Metric #3: Parent surveys feedback and attendance from monthly parent meetings.</p>								
<p>Need #4: Student focus on applying to and seeking funding for four-year schools has increased but needs further improvement.</p>	<p>Goal #4a) Increase the level of 4-year college applications and acceptances. Increase capacity of counseling department.</p> <p>Goal #4b) Complete work on vertically aligning advisory curriculum and train advisors in the two- year loop.</p>	1) In 2014, 36 (60%) of a class of 60 seniors submitted 366 applications to 4 year colleges 2) 25 (69%) of the 36 students have received 55 acceptances to a 4-year college.	EPAA Affected	N/A	Increase the percentage of seniors submitting applications to 4-year colleges to 65%. Increase the percentage of seniors accepted to 4-year colleges to 74% Continue to vertically align and evolve the advisory curricula at each grade level.	Increase the percentage of seniors submitting applications to 4-year colleges to 70%. Increase the percentage of seniors accepted to 4-year colleges to 79% Continue to vertically align and evolve the advisory curricula at each grade level.	Increase the percentage of seniors submitting applications to 4-year colleges to 75%. Increase the percentage of seniors accepted to 4-year colleges to 84% Continue to vertically align and evolve the advisory curricula at each grade level.	State Priority #4
<p>Need #5: Teachers report students have low academic confidence and stamina.</p> <p>Metric #5: WASC student satisfaction survey results.</p>	<p>Goal #5: Achieve greater than 50% of the student population reporting increased academic confidence at the end of each school year.</p>	WASC data to be delivered by June 11, 2014	EPAA Affected	N/A	WASC data to be delivered by June 11, 2014	WASC data to be delivered by June 11, 2014	WASC data to be delivered by June 11, 2014	State Priority #4

Identified Need and Metric	Description of Goal	Applicable Pupil Subgroup(s)	EPAA Affected	Annual School Update	Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	Related State & Local Priorities
Need #6: Alumni surveys and interview indicate that our alumni feel under prepared for college-level work. Metric #6: Get from CalPads, attendance, dropouts and graduation rates.	Goal #6: Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student subgroups.	Drop-Out Rate <div>Hispanic/Latino6.7</div> <div>Pacific Islander0</div> <div>African-American0</div>	EPAA Affected	N/A	Reduce Drop-Out Rate To <div>Hispanic/Latino5</div> <div>Pacific Islander0</div> <div>African-American0</div>	Reduce Drop-Out Rate To <div>Hispanic/Latino4</div> <div>Pacific Islander0</div> <div>African-American0</div>	Reduce Drop-Out Rate To <div>Hispanic/Latino3</div> <div>Pacific Islander0</div> <div>African-American0</div>	State Priority #5
Need #7: While our suspension rate has declined, too many students are being suspended for low-level infractions. Metric #7: Suspension rate over 3 years	Goal #7: Reduce number of suspension by 10% each year for three years. Maintain expulsion expulsion rate by implementation of restorative justice practice.	Suspensions <div>Hispanic/Latina (F)5</div> <div>Hispanic/Latino (M)21</div> <div>African-American (F)2</div> <div>African American (M)2</div> <div>Pacific Islander (F)0</div> <div>Pacific Islander (M)1</div> <div>White (M)0</div> <div>31</div> Expulsions <div>Hispanic/Latino (M)1</div> <div>All other Ethnicities0</div>	Whole School	N/A	Reduce Suspensions To <div>Hispanic/Latina (F)4</div> <div>Hispanic/Latino (M)20</div> <div>African-American (F)1</div> <div>African American (M)1</div> <div>Pacific Islander (F)0</div> <div>Pacific Islander (M)1</div> <div>White (M)0</div> <div>27</div> Reduce Expulsions To <div>All Ethnicities0</div>	Reduce Suspensions To <div>Hispanic/Latina (F)3</div> <div>Hispanic/Latino (M)19</div> <div>African-American (F)0</div> <div>African American (M)1</div> <div>Pacific Islander (F)0</div> <div>Pacific Islander (M)1</div> <div>White (M)0</div> <div>24</div> Reduce Expulsions To <div>All Ethnicities0</div>	Reduce Suspensions To <div>Hispanic/Latina (F)2</div> <div>Hispanic/Latino (M)18</div> <div>African-American (F)0</div> <div>African American (M)0</div> <div>Pacific Islander (F)0</div> <div>Pacific Islander (M)1</div> <div>White (M)0</div> <div>21</div> Reduce Expulsions To <div>All Ethnicities0</div>	State Priority #6
Need #8: Some alumni have reported that they have felt under-prepared for the demands of college and the level of independence that comes with it. Metric #8: At least 75% of each graduating cohort will report that they feel well-prepared for life after high school, measured at 1, 2, 3, and 4 years after graduation.	Goal #8a) Increase UC/CSU A-G eligibility rate. Goal #8b) Increase by 5%per year the number of EPAA students participating successfully in Early College.	Eligible / Participating <div>UC/CSU Eligible116018%</div> <div>Early College Participants5813643%</div>	EPAA Affected	N/A	Increase Eligible / Participating To <div>UC/CSU Eligible25%</div> <div>Early College Participants48%</div>	Increase Eligible / Participating To <div>UC/CSU Eligible35%</div> <div>Early College Participants53%</div>	Increase Eligible / Participating To <div>UC/CSU Eligible45%</div> <div>Early College Participants58%</div>	State Priority #4
Need #9: Increase the number of freshmen who successfully complete freshmen-year courses. Metric #9: Overall student attendance.	Goal #9a) Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically. Goal #9b) Raise the school's attendance rate by 2%.	Current Attendance Rate: 91.33%	EPAA Affected	N/A	Increase Attendance Rate to 93.33%	Increase Attendance Rate to 95.33%	Increase Attendance Rate to 97.33%	State Priority # 5, 7, 8
Need #10: Increase number of students who successfully complete required courses for graduation. Metric #10: CALPADS	Goal #10a) Increase level of student engagement by training teachers in all elements of Project Based Learning, in order to decrease dropout rates by 10%. Goal #10b) Improve vertical alignment of curriculum across subject areas during common planning time.	Drop-Out Rate <div>Hispanic/Latino6.7</div> <div>Pacific Islander0</div> <div>African-American0</div>	EPAA Affected	N/A	Reduce Drop-Out Rate To <div>Hispanic/Latino5</div> <div>Pacific Islander0</div> <div>African-American0</div>	Reduce Drop-Out Rate To <div>Hispanic/Latino4</div> <div>Pacific Islander0</div> <div>African-American0</div>	Reduce Drop-Out Rate To <div>Hispanic/Latino3</div> <div>Pacific Islander0</div> <div>African-American0</div>	State Priority #7, 8

Section 3: Actions, Services, and Expenditures. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Section 3: Actions, Services, and Expenditures							
A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.							
Goal (Include and identify all goals from Section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
					Year 1: 2014/15 Added Amendments	Year 2: 2015/16 (TBD spring 2015)	Year 3: 2016/17 (TBD spring 2015)
Goal #1a) Increase by 10 percent per year the new credentialed employees hired to reflect the ethnic diversity of the school's student body. Goal #1b) Adopt and secure materials for at least one course per year in integrated Mathematics and ELA.	State Priority #1	a) Identify recruitment strategies to increase the number of teachers hired who reflect the student population. b) Identify curriculum needs for math to align with CCSS and Integrated Mathematics subject areas and adopt, create, and/or purchase as needed. For English, add non-fiction and diversity to curriculum.	School-wide	N/A	a) Recruit teachers from Stanford and local colleges to reflect the diversity of the school population. Begin recruitment efforts locally. \$10,368 (GF - Advertising, Travel, Release Time, Admin. Time) b) Identify the Mathematics I curriculum. Diversify the English curriculum, including the addition of non-fiction texts. \$9,000 (GF - Instructional materials, textbooks)	a) Research recruitment opportunities and increase recruitment efforts to other parts of the state, if needed. \$10,679 (GF - Advertising, Travel, Release Time, Admin. Time) b) Identify Mathematics II curriculum. Continue to diversify English curriculum. \$9,270 (GF - Instructional materials, textbooks)	a) Continue recruitment as needed. \$10,999 (GF - Advertising, Travel, Release Time, Admin. Time) b) Identify Mathematics III curriculum. Continue to diversify English curriculum. \$9,548 (GF - Instructional materials, textbooks)
Goal #2a) Convene school-based curriculum committees to design curriculum aligned to CCSS and NGSS, implement literacy standards across all subject area and integrate standards specific to meeting the needs of English Learners and students with learning differences. Goal #2b) Integrate collaborative planning time in the school's master schedule.	State Priority #2	a) Use in-house resources to align to CCSS, as well as state and locally designed materials and guidance. b) Optimize adoption by using common preparation time, and staff expertise.	School-wide	N/A	Purchase Mathematics I; use common preparation periods to align curriculum. EL Coach and English teachers align curriculum during common preparation period. ELD coach provides instructional and curricular support to all teachers. \$67,472 (GF - personnel, instructional materials + textbooks)	Purchase Mathematics II; use common preparation periods to align curriculum. EL Coach and English teachers align curriculum during common preparation period. ELD coach provides instructional and curricular support to all teachers. \$69,496 (GF - personnel, instructional materials + textbooks)	Purchase Mathematics III; use common preparation periods to align curriculum. EL Coach and English teachers align curriculum during common preparation period. ELD coach provides instructional and curricular support to all teachers. \$71,581 (GF - personnel, instructional materials + textbooks)

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
					Year 1: 2014/15 Added Amendments	Year 2: 2015/16 (TBD spring 2015)	Year 3: 2016/17 (TBD spring 2015)
Goal #3: Analyze the parent experience at EPAA and seek input around supporting student success.	State Priority #3	Increase parent workshop opportunities and increase parent participaton therein (ELAC, SSC, CAB, PGTO). Host quarterly parent Focus Groups to garner feedback and perspective. Ask Parent Leaders to seek input from their peers for discussion in leadership forums (i.e. School Site Council, Charter Advisory Board)	School-wide	N/A	Schedule and increase participation in SSC and ELAC workshops. Build strong parent leadership into CAB. Schedule quarterly Focus Groups (September, December/January, March, and June). \$3,252 (GF - Personnel, Materials & Supplies)	Schedule and increase participation in SSC and ELAC workshops. Build strong parent leadership into CAB. Schedule quarterly Focus Groups (September, December/January, March, and June). \$3,351 (GF - Personnel, Materials & Supplies)	Schedule and increase participation in SSC and ELAC workshops. Build strong parent leadership into CAB. Schedule quarterly Focus Groups (September, December/January, March, and June). \$3,451 (GF - Personnel, Materials & Supplies)
Goal #4a) Increase, by 5% each year, the level of 4-year college applications and acceptances. Goal #4b) Complete work on vertically aligning advisory curriculum and train advisors in the two year loop.	State Priority #4	Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor. Advisors align curricula and evolve Advisory Program during common prep time, and staff professional development.	School-wide	N/A	Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor. \$282,414 (GF - Personnel) Advisors align curricula and evolve Advisory Program during common prep time, and staff professional development. \$81,092 (GF - Personnel)	Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor. \$290,886 (GF - Personnel) Advisors align curricula and evolve Advisory Program during common prep time, and staff professional development. \$83,524 (GF - Personnel)	Continue to provide college and career guidance to all students through fully aligned advisories guided by the Head Counselor. \$299,613 (GF - Personnel) Advisors align curricula and evolve Advisory Program during common prep time, and staff professional development. \$86,030 (GF - Personnel)
Goal #5: Achieve greater than 50% of the student population reporting increased academic confidence at the end of each school year.	State Priority #4	Integrate research on Mindset and positive psychological interventions into all instructional design. Ask students to reflect upon their sense of academic confidence at year's start, mid-year, and year's end.	School-wide	N/A	Teachers and staff learn about positive psychological interventions, including Mindset during PD, and integrate tools into their practice. Students are surveyed in August, January, and June. AMEND: \$53,750 FUND Manager of Social Services who is on campus fulltime and supervises interns and programs for student wellness. \$26,927 (GF - Personnel)	Teachers and staff learn about positive psychological interventions, including Mindset during PD, and integrate tools into their practice. Students are surveyed in August, January, and June. \$27,735 (GF - Personnel)	Teachers and staff learn about positive psychological interventions, including Mindset during PD, and integrate tools into their practice. Students are surveyed in August, January, and June. \$28,567 (GF - Personnel)

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.							
Goal (Include and identify all goals from Section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
					Year 1: 2014/15 Added Amendments	Year 2: 2015/16 (TBD spring 2015)	Year 3: 2016/17 (TBD spring 2015)
Goal #6: Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student subgroups.	State Priority #5	Identify highest risk students prior to the start of the school year, mobilizing advisors, pupil support, teachers, and administration to evolve individual plans and communicate with families.	School-wide	N/A	Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Fully utilize wrap-around services provided by Stanford University to EPAA students. AMEND: \$53,750 FUND Manager of Social Services who is on campus fulltime and supervises interns and programs for student wellness. AMEND: \$25,300 FUND Instructional Aide (Bilingual) \$129,346 (GF - Personnel) \$213,900 (In-Kind from Lucile Packard Childrens' Hospital and Stanford New Schools) AMEND	Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Fully utilize wrap-around services provided by Stanford University to EPAA students. \$133,227 (GF - Personnel) \$220,317 (In-Kind from Lucile Packard Childrens' Hospital and Stanford New Schools)	Use Advisory model to intervene with every student including holding grade-level team meetings with students and parents. Fully utilize wrap-around services provided by Stanford University to EPAA students. \$137,223 (GF - Personnel) \$226,927 (In-Kind from Lucile Packard Childrens' Hospital and Stanford New Schools)
Goal #7: Reduce number of suspensions by 10% each year for three years. Maintain zero expulsion rate by implementation of restorative justice practice.	State Priority #6	Evolve support programs (e.g. Peer Mediation and Restorative Justice) to reduce suspensions.	School-wide	N/A	Implement Restorative Justice Class and train 5 - 6 staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended. AMEND: \$20,000 FUND Restorative Justice Facilitator contract \$36,011 (GF - Personnel, Professional Development, Materials and Supplies)	Implement Restorative Justice Class and train 5 - 6 staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended. 37,091 (GF - Personnel, Professional Development, Materials and Supplies)	Implement Restorative Justice Class and train 5 - 6 staff to lead peace circles for students who agree to take responsibility and restore community rather than be suspended. \$38,204 (GF - Personnel, Professional Development, Materials and Supplies)
Goal #8a) Increase UC/CSU A-G eligibility rate. Goal #8b) Increase by 5%per year the number of EPAA students eligible to participate in Early College courses.	State Priority #6	Facilitate department meetings for Math and Science to focus on greater integration of literacy strategies within their curricula.	School-wide	N/A	Provide EL coaching to Math and Science teachers to embed EL scaffolding in these subject areas instructions. AMEND: \$65,000 FUND an .6 ELD/History Teacher for students at EL @ and EL 3 levels. AMEND \$34,300 FUND Semester Intern Math/Electives Teacher \$16,400 (GF - Personnel)	Provide EL coaching to Math and Science teachers to embed EL scaffolding in these subject areas instructions. \$16,892 (GF - Personnel)	Provide EL coaching to Math and Science teachers to embed EL scaffolding in these subject areas instructions. \$17,399 (GF - Personnel)
Goal #9a) Increase teacher capacity to emphasize student-driven, inquiry-based, and relevant projects that develop students' capacity to think deeply and analytically. Goal #9b) Raise the school's attendance rate by at least 2%.	State Priority #5, 7, 8	a) Provide built-in collaboration time and weekly staff development facilitated by PBL experts, using grand round opportunities to support practices among peers. b) Use campus aides, advisors, community liaisons and parent coordinator to support positive attendance.	School-wide	N/A	a) Provide built-in collaboration time and weekly staff development facilitated by PBL experts, using grand round opportunities to support practices among peers. \$118,800 (GF - Personnel) b) Use campus aides, advisors, community liaisons and parent coordinator to support positive attendance. AMEND: \$7,500 Add Attendance Clerk to closely monitor & report attendance to families and staff AMEND: \$52,400 FUND Campus Aide/Cummmunity Liaison AMEND: \$16,000 Add Teacher-led Student Activities before, at lunch, & After School. \$156,795 (GF - Personnel)	a) Provide built-in collaboration time and weekly staff development facilitated by PBL experts, using grand round opportunities to support practices among peers. \$122,364 (GF - Personnel) b) Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance. \$161,499 (GF - Personnel)	a) Provide built-in collaboration time and weekly staff development facilitated by PBL experts, using grand round opportunities to support practices among peers. \$126,035 (GF - Personnel) b) Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance. \$166,344 (GF - Personnel)

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
					Year 1: 2014/15 Added Amendments	Year 2: 2015/16 (TBD spring 2015)	Year 3: 2016/17 (TBD spring 2015)
Goal #10a) Increase level of student engagement by training teachers in all elements of Project Based Learning, in order to decrease dropout rates by 10%. Goal #10b) Improve vertical alignment of curriculum across subject areas during common planning time.	State Priority #7, 8	Provide built-in collaboration time and weekly staff development facilitated by PBL experts, utilizing grand round opportunities to support practices with peers.	School-wide	N/A	Provide built-in collaboration time and weekly staff development facilitated by PBL experts, utilizing grand round opportunities to support practices with peers. See 9a AMEND: \$40,000 FUND academic field trips (college trips and course-related excursions out of the EPA community) AMEND: 32,000 Add student-created framed Mural Art on canvas around campus to beautify and encourage student buy-in to school	Provide built-in collaboration time and weekly staff development facilitated by PBL experts, utilizing grand round opportunities to support practices with peers. See 9a	Provide built-in collaboration time and weekly staff development facilitated by PBL experts, utilizing grand round opportunities to support practices with peers. See 9a

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section **NOTE: Currently, section B is incorporated into Section A.**

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In year one, EPAA is not seeing a significant increase in funds, as the per ADA state entitlement is still being held artificially low by the need to ramp up funding over time. We have also seen multiple revised calculators from the state, so it is hard to pinpoint expected revenue at this time.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Over 95% of our pupils qualify as low income, and/or foster youth, and/or English learners, rendering our programs schoolwide. There is no significantly sized comparison group within our school.

Section 1: Stakeholder Engagement

Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Section 2: Goals and Progress Indicators

Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at

Section 3: Actions, Services, and Expenditures

Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

SUHSD FMP Budget Tracking												
Facilities Needs Task Force Project List					1st Bond Issue		PHASE I					
Project	Original Budget	2.5% CM & PM Cost Deduct	Revised Budget		Measure A - \$112 million Estimate	Phase I Project Estimated Cost 1/30/2015	1st Bond Issue Balance	Notes				
CARLMONT HIGH SCHOOL	\$ 34,330,500	\$ 858,264	\$ 33,472,236		\$ 17,151,448	\$ 17,197,103	\$ (45,655)	Phase I - 10 - classroom project- \$15,205,103 - 4 labs @ 1,200 sf (2 biology, 1 photo journalism, 1 physics) - 6 classrooms @ 960 sf - Full lever "0" buildout - science modulars relocation - modular conversion - robotics - "T" building remodel				
Additional Classrooms												
Three Regular Classrooms (Total of six classrooms - assumes building on an existing wing a two-story structure)	\$ 4,000,000	\$ 100,000	\$ 3,900,000	\$ 3,900,000							\$ 3,900,000	
One science classroom	\$ 1,350,000	\$ 33,750	\$ 1,316,250	\$ 1,316,250							\$ 1,316,250	
One chemistry classroom	\$ 1,612,500	\$ 40,313	\$ 1,572,187	\$ 1,572,188							\$ 1,572,187	
One specialty classroom (performing arts/CTE)	\$ 1,537,500	\$ 38,438	\$ 1,499,062	\$ 1,499,062							\$ 1,499,062	
Additional site facilities												
Additional boys, girls and staff restrooms	\$ 1,162,500	\$ 29,063	\$ 1,133,437	\$ 750,000							\$ 750,000	Provides new restrooms
Additional food service prep areas and serving stations	\$ 1,900,000	\$ 47,500	\$ 1,852,500	\$ -							\$ -	TBD
Additions/improvements to administrative, counseling, student services, and locker-room areas	\$ 2,420,000	\$ 60,500	\$ 2,359,500	\$ -							\$ -	TBD
Replacement of portable classroom	\$ 200,000	\$ 5,000	\$ 195,000	\$ 195,000	\$ 195,000							
Additions/improvements to sports fields and sports facilities lighting	\$ 1,000,000	\$ 25,000	\$ 975,000	\$ -	\$ -	TBD						
Capital repair plan	\$ 10,773,000	\$ 269,325	\$ 10,503,675	\$ 2,242,000	\$ 2,242,000	It includes an estimate of \$382K for ADA connection to Baseball (Phase I project)						
Energy Efficient Projects	\$ 2,250,000	\$ 56,250	\$ 2,193,750	\$ 900,000	\$ 750,000	\$75,000/classroom						
Pedestrian, bicycle,and vehicle traffic flow and parking improvements	\$ 500,000	\$ 12,500	\$ 487,500	\$ 487,500	\$ 487,500	Plaza outside new building						
Site specific capital projects	\$ 5,625,000	\$ 140,625	\$ 5,484,375	\$ 4,289,448	\$ 4,485,104	Funding for additional classrooms and renovations						
Plus Technology Infrastructure (funded by IT allocation below)												
MENLO-ATHERTON HIGH SCHOOL	\$ 53,076,750	\$ 1,326,920	\$ 51,749,830		\$ 28,967,865	\$ 28,705,365	\$ 262,500	Phase I - 21-classroom project - \$28,062,865 - Demolition of G-wing building for a net gain of 10 additional classrooms				
Additional Classrooms												
Seventeen regular classrooms (Total of twenty-two classrooms, assumes building on existing wings two-story structures)	\$ 21,400,000	\$ 535,000	\$ 20,865,000	\$ 16,612,865							\$ 16,173,724	
Two science classrooms	\$ 2,700,000	\$ 67,500	\$ 2,632,500	\$ -								
One chemistry classroom	\$ 1,612,500	\$ 40,313	\$ 1,572,187	\$ -								
Two specialty classrooms (performing arts/CTE)	\$ 3,075,000	\$ 76,875	\$ 2,998,125	\$ -								
Additional site facilities												
Additional boys, girls and staff restrooms	\$ 2,968,750	\$ 74,219	\$ 2,894,531	\$ 1,000,000							\$ 1,447,266	
Additional food service prep areas and serving stations	\$ 3,650,000	\$ 91,250	\$ 3,558,750	\$ 2,500,000							\$ 1,779,375	Provides secondary food service area and covered eating
Additions/improvements to administrative, counseling, student services, and locker-room areas	\$ 2,915,000	\$ 72,875	\$ 2,842,125	\$ -							\$ 1,575,000	
Additions/improvements to sports fields and sports facilities lighting	\$ 1,000,000	\$ 25,000	\$ 975,000	\$ -	\$ 975,000							
Capital repair plan	\$ 5,380,500	\$ 134,513	\$ 5,245,987	\$ 1,167,500	\$ 1,167,500							
Energy Efficient Projects	\$ 2,250,000	\$ 56,250	\$ 2,193,750	\$ 1,575,000	\$ 1,575,000	\$75,000/classroom						

SUHSD FMP Budget Tracking											
Facilities Needs Task Force Project List				1st Bond Issue		PHASE I					
Project	Original Budget	2.5% CM & PM Cost Deduct	Revised Budget	Measure A - \$112 million Estimate		Phase I Project Estimated Cost 1/30/2015		1st Bond Issue Balance	Notes		
Pedestrian, bicycle, and vehicle traffic flow and parking improvements	\$ 500,000	\$ 12,500	\$ 487,500	\$ 487,500		\$ 487,500					
Site specific capital projects	\$ 5,625,000	\$ 140,625	\$ 5,484,375	\$ 5,625,000		\$ 3,525,000					
Plus Technology Infrastructure (funded by IT allocation below)											
SEQUOIA HIGH SCHOOL	\$ 29,485,250	\$ 737,131	\$ 28,748,119	\$ 13,537,068		\$ 13,610,795		\$ (73,727)	Phase I - 10-classroom project \$11,995,795		
Additional Classrooms (Total of eleven classrooms)											
Eight regular classrooms	\$ 5,200,000	\$ 130,000	\$ 5,070,000	\$ 5,070,000		\$ 5,070,000			Provides 8 Classrooms		
One science classroom	\$ 900,000	\$ 22,500	\$ 877,500	\$ 877,500		\$ 877,500					
One chemistry classroom	\$ 1,075,000	\$ 26,875	\$ 1,048,125	\$ 1,048,125		\$ 1,048,125			Life Science classroom		
One specialty classroom (performing arts/CTE)	\$ 1,025,000	\$ 25,625	\$ 999,375	\$ -		\$ -					
Additional site facilities											
Additional boys, girls and staff restrooms	\$ 1,681,250	\$ 42,031	\$ 1,639,219	\$ 1,639,219		\$ 1,639,219					
Additional food service prep areas and serving stations	\$ 1,850,000	\$ 46,250	\$ 1,803,750	\$ -		\$ -			TBD		
Additions/improvements to administrative, counseling, student services, and locker-room areas	\$ 1,915,000	\$ 47,875	\$ 1,867,125	\$ 500,000		\$ 500,000					
Additions/improvements to sports fields and sports facilities lighting	\$ 1,000,000	\$ 25,000	\$ 975,000	\$ -		\$ -					
Capital repair plan	\$ 6,464,000	\$ 161,600	\$ 6,302,400	\$ 1,865,000		\$ 1,865,000					
Energy Efficient Projects	\$ 2,250,000	\$ 56,250	\$ 2,193,750	\$ 750,000		\$ 750,000			\$75,000/classroom		
Pedestrian, bicycle, and vehicle traffic flow and parking improvements	\$ 500,000	\$ 12,500	\$ 487,500	\$ 487,500		\$ 487,500			Parking lot improvements		
Site specific capital projects	\$ 5,625,000	\$ 140,625	\$ 5,484,375	\$ 1,299,724		\$ 1,373,451					
Plus Technology Infrastructure (funded by IT allocation below)											
WOODSIDE HIGH SCHOOL	\$ 40,192,500	\$ 1,004,813	\$ 39,187,687	\$ 21,622,490		\$ 19,440,176		\$ 2,182,314	The figures shown here represent the budget provide to the site facilities committee and the architect. As of the printing of this update the team will still have to review the cost estimate and the scope to align with the budget.		
Additional Classrooms (Total of fifteen classrooms)											
Twelve regular classrooms	\$ 7,500,000	\$ 187,500	\$ 7,312,500	\$ 5,004,502		\$ 7,312,500					
One science classroom	\$ 900,000	\$ 22,500	\$ 877,500	\$ 877,500		\$ 877,500					
One chemistry classroom	\$ 1,075,000	\$ 26,875	\$ 1,048,125	\$ 1,048,613		\$ 1,048,613					
One specialty classroom (performing arts/CTE)	\$ 1,025,000	\$ 25,625	\$ 999,375	\$ 999,375		\$ 999,375					
Reserve for remaining classrooms						\$ (4,000,000)					
Additional site facilities				\$ -							
Additional boys, girls and staff restrooms	\$ 3,487,500	\$ 87,188	\$ 3,400,312	\$ 2,725,000		\$ 2,400,313					
Additional food service prep areas and serving stations	\$ 3,000,000	\$ 75,000	\$ 2,925,000	\$ -		\$ -			TBD		
Additions/improvements to administrative, counseling, student services, and locker-room areas	\$ 1,700,000	\$ 42,500	\$ 1,657,500	\$ -		\$ -					

SUHSD FMP Budget Tracking										
Facilities Needs Task Force Project List					1st Bond Issue		PHASE I			
		2.5% CM & PM Cost Deduct			Measure A - \$112 million Estimate		Phase I Project Estimated Cost 1/30/2015	1st Bond Issue Balance		
Project	Original Budget		Revised Budget						Notes	
Additions/improvements to sports fields and sports facilities lighting	\$ 1,000,000	\$ 25,000	\$ 975,000		\$ 500,000		\$ 975,000			Lighting not provided
Capital repair plan	\$ 12,130,000	\$ 303,250	\$ 11,826,750		\$ 3,355,000		\$ 3,355,000			
Energy Efficient Projects	\$ 2,250,000	\$ 56,250	\$ 2,193,750		\$ 750,000		\$ 750,000			\$75,000/classroom
Pedestrian, bicycle,and vehicle traffic flow and parking improvements	\$ 500,000	\$ 12,500	\$ 487,500		\$ 487,500		\$ 487,500			
Site specific capital projects	\$ 5,625,000	\$ 140,625	\$ 5,484,375		\$ 5,875,000		\$ 5,234,375			
Plus Technology Infrastructure (funded by IT allocation below)							\$ -			
REDWOOD HIGH SCHOOL SITE	\$ 21,630,000	\$ 540,750	\$ 21,089,250		\$ -		\$ 100,000	\$ (100,000)		
Additional classrooms and facility improvements for current program	\$ 15,000,000	\$ 375,000	\$ 14,625,000		\$ -		\$ 100,000			
New multi-use room/gym	\$ 6,300,000	\$ 157,500	\$ 6,142,500		\$ -		\$ -			
Capital repair plan	\$ 330,000	\$ 8,250	\$ 321,750		\$ -		\$ -			
CHARTER SCHOOLS	\$ 6,790,000	\$ 169,750	\$ 6,620,250		\$ 6,079,500		\$ 6,142,500	\$ (63,000)		
East Palo Alto Academy - Stanford New Schools - New gym	\$ 6,300,000	\$ 157,500	\$ 6,142,500		\$ 6,079,500		\$ 6,142,500			
Capital repair plan - Everest and Summit	\$ 490,000	\$ 12,250	\$ 477,750		\$ -		\$ -			
ADDITIONAL CAMPUSES TO ACCOMMODATE GROWING ENROLLMENT	\$ 64,400,000	\$ 1,360,000	\$ 63,040,000		\$ 16,000,000		\$ 12,901,002	\$ 3,098,998		
Land acquisition	\$ 10,000,000		\$ 10,000,000		\$ 16,000,000		\$ 12,901,002			
Soft and hard construction costs	\$ 54,400,000	\$ 1,360,000	\$ 53,040,000		\$ -		\$ -			
DISTRICT-WIDE	\$ 15,095,000	\$ 377,376	\$ 21,092,628		\$ 643,500		\$ 643,500	\$ -		
Capital repair plan	\$ 985,500	\$ 24,638	\$ 960,862		\$ -		\$ -			
Classroom furniture	\$ 660,000	\$ 16,500	\$ 643,500		\$ 643,500		\$ 643,500		\$15,000 X 53 classrooms (Phase I) - difference to be funded in Fund 40	
Energy Efficient Projects	\$ 1,000,000	\$ 25,000	\$ 975,000		\$ -		\$ -			
Technology upgrade and equipment for new (assumes that new classroom construction will include technology standards)	\$ 10,000,000	\$ 250,000	\$ 9,750,000		\$ 2,361,150		\$ 3,353,275	\$ (992,125)		
Technology infrastructure					\$ 1,325,000		\$ 1,275,000			
Carlmont HS					\$ 300,000		\$ 250,000		Phase I - 10 classrooms @ \$25,000 each	
Menlo-Atherton HS					\$ 525,000		\$ 525,000		Phase I - 21 classrooms @ \$25,000 each	
Sequoia HS					\$ 250,000		\$ 250,000		Phase I - 10 classrooms @ 25,000 each	
Woodside HS					\$ 250,000		\$ 250,000		Phase I - 10 classrooms @ 25,000 each	
Classroom equipment					\$ 1,036,150		\$ 944,775			
Carlmont HS					\$ 234,600		\$ 185,250		Phase I - 10 classrooms @ \$18,525 each	
Menlo-Atherton HS					\$ 410,550		\$ 389,025		Phase I - 21 classrooms @ \$18,525 each	
Sequoia HS					\$ 195,500		\$ 185,250		Phase I - 10 classrooms @ \$18,525 each	

SUHSD FMP Budget Tracking										
Facilities Needs Task Force Project List				1st Bond Issue		PHASE I				
Project	Original Budget	2.5% CM & PM Cost Deduct	Revised Budget	Measure A - \$112 million Estimate		Phase I Project Estimated Cost 1/30/2015	1st Bond Issue Balance	Notes		
Woodside HS				\$ 195,500		\$ 185,250		Phase I - 10 classrooms @ \$18,525 each		
Technology Refresh				\$ -		\$ 463,500		As per Educational Technology Plan		
Carlmont HS				\$ -		\$ 100,000				
Menlo-Atherton HS				\$ -		\$ 100,000				
Sequoia HS				\$ -		\$ 100,000				
Woodside HS				\$ -		\$ 100,000				
Small sites/DO				\$ -		\$ 63,500				
Educational Technology Upgrades				\$ -		\$ 670,000		As per Educational Technology Plan		
Video Surveillance Refresh				\$ -		\$ 95,000				
UPS upgrade / refresh				\$ -		\$ 135,000				
UPS upgrades for data centers				\$ -		\$ 7,500				
Increased Access Points (2nd each room)				\$ -		\$ 80,000				
Refresh "older" access points as needed (already have license)				\$ -		\$ 67,500				
LAN Upgrades: Switchgear / POE				\$ -		\$ 200,000				
Technology PD Lab(s) / Parent Ed*				\$ -		\$ 45,000				
Potential charging cabinet / kiosk/ tower in existing rooms*				\$ -		\$ 40,000				
Temporary housing	\$ 2,449,500	\$ 61,238	\$ 2,388,262		\$ 1,000,000	\$ 1,200,000	\$ (200,000)	Temporary housing at MAHS		
Unallocated - Phase I soft costs + Phase II planning					\$ 2,284,815	\$ 6,547,011	\$ (4,262,196)			
Construction & Program Management			\$ 6,375,004		\$ 2,352,164	\$ 2,159,273	\$ 192,891			
Project & Construction Management - District staff & consultants				\$ 2,352,164		\$ 1,259,509				
Executive Architect - Master Planning				\$ -		\$ 255,000				
District-wide Site Facilities Master Planning				\$ -		\$ 441,764				
Carlmont HS - CEQA Consultant				\$ -		\$ 1,000				
Menlo-Atherton HS - CEQA consultant				\$ -		\$ 200,000				
Sequoia HS - CEQA Consultant				\$ -		\$ 1,000				
Woodside HS - CEQA consultant				\$ -		\$ 1,000				
MEASURE A TOTAL	\$ 265,000,000	\$ 6,375,004	\$ 265,000,000		\$ 112,000,000	\$ 112,000,000	\$ (0)			

Board Bylaws

BB 9223(a)

FILLING VACANCIES

Events Causing a Vacancy

A vacancy on the Governing Board may occur for any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of his/her office for the remainder of his/her term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer the effective date of his/her resignation for more than 60 days after he/she files the resignation with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office, including by recall (Elections Code 11384; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)
6. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days.
 - c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board.
 - d. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard. If the absence of the Board member for this

FILLING VACANCIES (continued)

purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

7. A Board member's ceasing to discharge the duties of his/her office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)
8. A Board member's conviction of a felony or any offense involving a violation of his/her official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
9. A Board member's refusal or neglect to file his/her required oath or bond within the time prescribed (Government Code 1770)

(cf. 9224 - Oath or Affirmation)

10. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
11. The making of an order vacating a Board member's office or declaring the office vacant when the Board member fails to furnish an additional or supplemental bond (Government Code 1770)
12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
13. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

FILLING VACANCIES (continued)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)
2. When a vacancy occurs longer than four months before the end of a Board member's term, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment, unless a special election is mandated as described in item #3 below. (Education Code 5091, 5093)
3. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which he/she was elected to fill. (Education Code 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107.

(cf. 9220 - Governing Board Elections)

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

cf. 9130 - Board Committees)

(cf. 9323.2 - Actions by the Board)

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

FILLING VACANCIES (continued)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

(cf. 9100 - Organization)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

Legal Reference: (see next page)

FILLING VACANCIES (continued)

Legal Reference:

EDUCATION CODE

5000-5033 Elections

5090-5095 Vacancies

5200-5208 Districts governed by boards of education

5300-5304 Elections

5320-5329 Order and call of election

5340-5345 Consolidation of elections

5360-5363 Election notice

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions, elections

35107 Eligibility of board members

35178 Resignation with deferred effective date

ELECTIONS CODE

10600-10604 School district elections

11381-11386 Candidates for recall

GOVERNMENT CODE

1064 Absence from state

1770 Vacancies: definition

3000-3003 Forfeiture of office

3060-3075 Removal other than by impeachment

6061 One time notice

54950-54963 The Ralph M. Brown Act

PENAL CODE

88 Bribery, forfeiture from office

UNITED STATES CODE, TITLE 18

704 Military medals or decorations

ATTORNEY GENERAL OPINIONS

58 Ops.Cal.Atty.Gen. 888 (1975)

Management Resources:

CSBA PUBLICATIONS

Filling a Board Vacancy, rev. December 2010

WEB SITES

CSBA: <http://www.csba.org>

California State Attorney General's Office, *Quo Warranto Applications*:

http://ag.ca.gov/opinions/quo_warranto.php

Bylaw

adopted: August 6, 1997

revised: June 27, 2012

SEQUOIA UNION HIGH SCHOOL DISTRICT

Redwood City, California