

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO: Board of Trustees

DATE: June 24, 2015

FROM: James Lianides,
SuperintendentSUBJECT: Personnel Recommendations
for June 24, 2015
Board MeetingEmployment – Certificated

Asanuma	Leia	M	Teacher - English	1.0 fte	8/13/15	Probationary 2
Chaudhari	Kumar	W	Teacher – Education Specialist	1.0 fte	8/13/15	Probationary 1
Finander	Stefanie	W	Teacher - Science	1.0 fte	8/13/15	E.C. 44920
Nguyen	Mai Lien	M	College and Career Advisor	1.0 fte	8/13/15	Probationary 1
Owens	Cody	M	Teacher - Social Science	1.0 fte	8/13/15	E.C. 44909
Shin	Soo	E	Teacher – English	1.0 fte	8/11/15	Probationary 2
Smart	Edward	C	Teacher – Music	1.0 fte	8/13/15	E.C. 44909

Notice of Termination-Certificated

Brodkey	Jerimiah	M	Mathematics	Retirement	1.0 fte	06/20/15
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Certificated Staff hired for Summer School 2015

Name	Site	Name	Site	Name	Site
Andres	Rachel	M	Kiel-Mercado	Chloe	S
Ausman	Barrett	S	Kiel-Mercado	Chloe	M
Bowler	Tim	M	Logan	Molly	C
Brent	Lisa	E	Lynes	Rosabelle	S
Hedges	Carol	D	Nguyen	Hai	C
				Richards	Martha
				Richardson	Kathleen
				Solomon	Daryl
				Wong	Ashley



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Board MeetingEmployment – Classified

Cabello	Cristina	R	IA II	Temp	1.0 fte	08/17/15
Cabello	Jennifer	S	IA II / Bilingual	Temp	1.0 fte	08/18/15
Calderon	Clara	S	Inclusion Aide/SCIA	Temp	1.0 fte	08/18/15
Cornelio	Maria	S	Inclusion Aide/SCIA	Temp	1.0 fte	08/18/15
Espinosa	Mayra	R	IA II / Bilingual	Temp	1.0 fte	08/17/15
Jones	Hannah	S	Inclusion Aide/SCIA	Temp	1.0 fte	08/18/15
Medina	Miryan	R	IA II / Bilingual	Temp	1.0 fte	08/17/15
Morrison	Yolanda	C	Inclusion Aide/SCIA	Temp	1.0 fte	08/15/15
Rascon	Linda	R	IA II / Bilingual TAPP	Temp	0.5 fte	08/04/15
Rascon	Linda	R	IA II / Bilingual	Temp	0.5 fte	08/17/15
Robles	Gabriela	S	Inclusion Aide/SCIA	Temp	1.0 fte	08/18/15
Rodriguez	Gustabo	S	Inclusion Aide/SCIA	Temp	1.0 fte	08/18/15
Ventura	Blanca	R	Site Parent Liaison/Bil	Temp	1.0 fte	08/03/15

Notice of Terminations

NONE

Employment – Adult School

NONE

Employment – Summer School

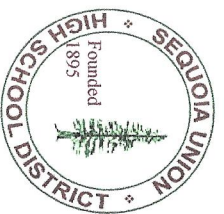
Cabello	Jennifer	S	IA II / Bilingual	Temp	1.0 fte	06/15/15
Garcia	Tania	S	IA II / Bilingual	Temp	1.0 fte	06/15/15
Lopez	Carol	S	IA II / Bilingual	Emp	1.0 fte	06/15/15
Macias	Elvira	S	IA II / Bilingual	Emp	1.0 fte	07/06/15



David Reilly, Assistant Superintendent

**SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING SCHEDULE FOR 2015-16***(ALL MEETINGS WILL BE HELD AT 480 JAMES AVENUE, REDWOOD CITY, UNLESS OTHERWISE INDICATED)*

DATE	TIME	TYPE OF MEETING
Wednesday, July 22, 2015	5:30 p.m.	Regular Meeting
Wednesday, August 12, 2015	5:30 p.m.	Regular Meeting
Wednesday, September 2, 2015	5:30 p.m.	Regular Meeting
Wednesday, September 16, 2015	5:30 p.m.	Regular Meeting
Wednesday, September 30, 2015	5:30 p.m.	Regular Meeting
Wednesday, October 21, 2015	5:30 p.m.	Regular Meeting
Wednesday, November 4, 2015	5:30 p.m.	Regular Meeting
Wednesday, November 18, 2015	5:30 p.m.	Regular Meeting
Wednesday, December 9, 2015	5:30 p.m.	Regular Meeting
Wednesday, January 20, 2016	5:30 p.m.	Regular Meeting
Wednesday, February 3, 2016	5:30 p.m.	Regular Meeting
Wednesday, February 17, 2016	5:30 p.m.	Regular Meeting
Wednesday, March 9, 2016	5:30 p.m.	Regular Meeting
Wednesday, March 30, 2016	5:30 p.m.	Regular Meeting
Wednesday, April 20, 2016	5:30 p.m.	Regular Meeting
Wednesday, May 11, 2016	5:30 p.m.	Regular Meeting
Wednesday, May 25, 2016	5:30 p.m.	Regular Meeting
Wednesday, June 15, 2016	5:30 p.m.	Regular Meeting
Wednesday, June 29, 2016	5:30 p.m.	Regular Meeting



EDUCATIONAL SERVICES
SEQUOIA UNION HIGH SCHOOL DISTRICT
Request to Declare Textbook Obsolete or
Non-Accountable

25-Jun-14

Textbook	Publisher	Author	Copyright date	Subject	Site
Sandbox/Death of Bessie	New American Library	Edward Albee	1959	English	Carlmont
Parallel Myths	Ballantine Books	Bierlein	1994	English	Carlmont
Bald Soprano/Other Plays	Grove Press	Eugene Ionesco	1958	English	Carlmont
Gathering of Old Men	Vintage Books	Ernest J. Gaines	1983	English	Carlmont
American Dream/Zoo Story	New American Library	Edward Albee		English	Carlmont
Always Running	Simon & Schuster	Luis J. Rodriguez	1993	English	Carlmont
Inherit the Wind, Paper	Bantam Books	Jerome Lawrence	1955	English	Carlmont
Odyssey	Farrar, Straus, Giroux	Honer/Robert Fitzgerald	1998	English	Carlmont
Night	Bantam Books	Elie Wiesel	1982	English	Carlmont
Island of Blue Dolphins	Dell Publishing	Scott O'Dell	1960	English	Carlmont
MLA Handbook for Writers*	Modern Lang. Assoc.	Joseph Gibaldi	1995	English	Carlmont
Odyssey	New American Library	Homer/W.H.D. Rouse	1937	English	Carlmont
Tex	Dell Publishing	S.E. Hinton	1979	English	Carlmont
7 Habits of Highly	Fireside	Sean Covey	1998	English	Carlmont
If Beale Street Could Talk	Dell Publishing	James Baldwin	1974	English	Carlmont
Famous All Over Town	Penguin	Danny Santiago	1983	English	Carlmont
Bulfinch's Mythology	Dell Publishing	Thomas Bulfinch	1959	English	Carlmont
Four American Novels	Harcourt, Brace	Edmund Fuller	1959	English	Carlmont
Call of Wild/White Fang	Washington Square	Jack London		English	Carlmont
Comparative Government	Wood Yard Publications	Ethel Wood	2011; 5th Ed.	AP Gov.	Carlmont
CPM Geometry Volume 1	ISBN#9781931287786			Math	Sequoia
CPM Geometry Volume 2	ISBN#9781931287593			Math	Sequoia
Geometry	ISBN#9780130625601	Prentice Hall		Math	Sequoia
Geometry	ISBN#0-03-062560-4	Prentice Hall	2004	Math	Carlmont

Sequoia Union High School District
Educational Services Division
NEW COURSE PROPOSAL

INSTRUCTIONS

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

Review Dates:

SDMC _____

Subject Area Council _____

Principal Council Approved 6/16/15

____ Karina Chin _____
Originator

____ Sequoia High School _____
School

Dept. Chair's signature

2/24/15
Date

Principal's signature

2/19/15
Date

IVP's Endorsement

2/20/15
Date

Asst. Superintendent's Signature **Date**

GENERAL INFORMATION

Course Title: IB French SL (senior course only)

Course Catalog Title (maximum 12 characters): IB French SL

Department(s): World Language **Grade level(s):** 9 10 11 x 12

Textbook(s) to be used Rhinoceros by Eugene Ionesco, IB Course Companion

Pre-Requisites: French 1, French 2/3 ICAP

Estimated Cost excluding Textbooks: _____

Length of course: Year Semester Qtr. Other **Can students enroll in the course mid-year?** Yes No

CREDITS AND REQUIREMENTS:

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

What Required Graduation Credit does this course satisfy? _____

Is this a Vocational Education offering? No

What State ID Course Number does this Course match? _____

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

If so, which one's? _____

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

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

Proposed starting date: 2015-2016 school year

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

Course Title IB French SL	Department or Discipline History/Social Studies English/Language Arts Mathematics Laboratory Science <input checked="" type="checkbox"/> <u>Language other than English</u> Visual & Performing Arts (for 2003) College Preparatory Elective: Subject Area: _____		
School Sequoia High School			
District Sequoia Union High School District			
City Redwood City			
Name of School Contact Person Stephen Ready	Grade Level(s) for which course is intended 12		
Title/Position Instructional Vice Principal	Length of Course Semester x Year Other		
Contact Information Phone: 650.367.9780 Fax: 650.368.5180 E-mail: sready@seq.org	Unit Value 0.5 (half year equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____		
Date of School Board Approval	Seeking "Honors" distinction? <input checked="" type="checkbox"/> Yes No		
Was the course previously approved by UC? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
If so, in what year? _____ Under what course title? _____			
Pre-Requisites French 2/3 ICAP			
Co-Requisites None			
Brief Course Description As students have already studied most of the grammatical points in French, they spend their fourth year mastering and perfecting their skills by using their French in as many real world situations as possible. A strong focus is placed on reading French texts and newspapers and watching French news and movies to help students become comfortable with real, daily use of French. In addition to this direct target language input, students will be placed in situations where they need to create spontaneous speech on different topics as well as their normal lives. The intent of the French 4 content is to make students a functioning citizen, not just a tourist, in any Francophone country.			

Context for Course:

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

This class allows seniors who started language their sophomore year access IB curriculum. It follows French 1 and French 2/3 ICAP.

History of Course Development (optional):

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

Course Goals and/or Major Student Outcomes:

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

Course purpose is to prepare students to be functioning citizens of any Francophone country. With less of a focus on grammar and more of a focus on real life situations and contexts, students are encouraged to actually use their French in spontaneous situations to discuss and debate anything from politics to the most recent French film.

Course Content Standards:

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

Students will become global citizens as they are learning about the world and reflecting on their own culture.

Course Objectives:

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

Students will be high functioning in reading, writing, listening and speaking in the target language.

Course Outline:

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

The course is organized by unit to build upon student knowledge, continually increasing difficulty as the

year progresses. Students start the year by reviewing daily news articles from Figaro.fr, fine-tuning their ability to write summaries, and increase the usage of reading and writing strategies to help them practice and prepare to read more difficult texts. Une Fois Pour Toutes is used to review difficult grammar concepts and verb tenses like the subjunctive in accordance with expressing opinions, predictions and thoughts brought on by the different articles. In addition, selected readings are taken from Tresor du Temps to support the different unit themes. Students continue with a unit on global warming and the environment where they will several different scientific articles, continuing to create original thought both orally and written. Touching on World War II with the support of the film “Au Revoir Les Enfants” and the satire entitled “Rhinoceros” by Eugene Ionesco, students will continue to think critically about how events of the past have shaped the present. Students will incorporate the use of the past perfect tense to express regret and thoughts on what they would have done in “si” clauses. They will also discuss childhood dreams as they read “Le Petit Prince” and watch the movie “Ma Vie en Rose”. Students will debate the positives and negatives of adulthood and adult responsibilities through the eyes of Antoine de St. Expery and the transgender character in the film. They will examine the complexities and stereotypes of our society.

Texts & Supplemental Instructional Materials:

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

1. Title: Une fois pour toutes

Edition: Second

Publication Date: 2008

Publisher: Longman

Authors: Henry Herbst, Hale Sturges, Linda Cregg

Usage: Primary text

2. Title: Le Petit Prince

Edition: First

Publication: 1943

Publisher: Gallimard

Authors: Antoine de St. Exupery

Usage: Read in entirety

3. Title: Tresor du temps

Edition: Second

Publication: 2005

Publisher: McGraw-Hill

Authors: McGraw-Hill

Usage: Primary

4. IB French B Course Companion

Edition: First

Publication: 2011

Publisher: Oxford University Press

Authors: Christine Trumper, John Israel

Usage: Primary

Instructional Methods and/or Strategies:

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

ROM, etc.

All communication from teacher to student and eventually student to student is in French. Students are awarded participation points for using their French. Classes are structured to create spontaneous conversation amongst students. In addition, each group of students has a jar in which they earn “merits” and “demerits” for their use of the French language. Students must maintain the use of the target language to avoid receiving demerits. Group work for daily practice and study. Daily homework to practice and extend concepts covered in class.

Assessment Methods and/or Tools:

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

Homework assignments, projects, written exams, oral exams, oral presentations, vocabulary dictionary (student built), daily warm-up exercises, points for daily class participation. Evaluations = 35%; Homework = 20%; Class work = 30%; Final exam = 15%

Assessment Criteria:

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

IB-created rubrics are used to give students grades for their writing, speaking and text handling skills.

Sequoia Union High School District
Educational Services Division
NEW COURSE PROPOSAL

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- Please return completed forms to Educational Services, and keep a copy.
- Complete evaluations form after pilot period and submit to Educational Services.

Debate and Public Leadership _____

Title of Course

____ Woodside High

Originator (Staff member or department)

____ WHS _____

School

Dept. Chair's signature

Date

Principal's signature

Date

IVP's Endorsement

Date

Asst. Superintendent's Signature

Date

Review Dates:

Subject Area Council: _____

IVP Council: Approved 5/7/15Principal Council: Approved 6/16/15**GENERAL INFORMATION**

Course Title: ____ Debate and Public Leadership _____

Course Catalog Title (maximum 12 characters): _____

Department(s): interdisciplinaryGrade level(s): X_9 X_10 X_11 X_12

Pre-Requisites:

Estimated Cost excluding Textbooks: ____ NA _____

Length of course: Year Semester Qtr. Other Can students enroll in the course mid-year? Yes
No**CREDITS AND REQUIREMENTS:**

Units per Grading Period: ____ 5 _____

Maximum credit ____ 10 _____

What Required Graduation Credit does this course satisfy? ____ Elective _____

Is this a Vocational Education offering? ____ NO _____

What State ID Course Number does this Course match? _____

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

DRAFT

If so, which one's? _____ G elective _____

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

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

No

Proposed starting date: _____ August 2015 _____

Office Use Only

Board Approval Date: _____

Honors Pt. Granted? Y N

UC COVER PAGE

Course Title Debate and Public Leadership	Department or Discipline <input type="radio"/> History/Social Studies <input type="radio"/> English/Language Arts <input type="radio"/> Mathematics <input type="radio"/> Laboratory Science <input type="radio"/> Language other than English <input type="radio"/> Visual & Performing Arts (for 2003) <input checked="" type="checkbox"/> College Preparatory Elective: Subject Area: <u>Interdisciplinary</u>
School WHS	
District SUHSD	
City	
Name of School Contact Person Diane Mazzei Title/Position IVP Contact Information Phone: Fax: E-mail:	Grade Level(s) for which course is intended 9, 10, 11, 12 Length of Course <input type="radio"/> Semester <input checked="" type="radio"/> Year <input type="radio"/> Other Unit Value <input type="radio"/> 0.5 (half year equivalent) <input type="radio"/> 1.0 (one year equivalent) <input type="radio"/> 2.0 (two year equivalent) <input type="radio"/> Other: _____
Date of School Board Approval	Seeking "Honors" distinction? <input type="radio"/> Yes <input checked="" type="radio"/> No
Was the course previously approved by UC? <input checked="" type="radio"/> Yes <input type="radio"/> No If so, in what year? <u>2009</u> Under what course title? <u>Oakland Technical High</u> Schools <u>4</u>	
Pre-Requisites None	
Co-Requisites None	



SILICON VALLEY URBAN DEBATE LEAGUE

Training New Leaders. Making Smart Cool.

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Debate and Public Leadership

Course approved for “g” credit by UC Doorways, implemented in 6 schools in Oakland and San Francisco

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

The Debate and Public Leadership course helps students build skills of original research, argumentation, civic literacy, and public speaking, using the competitive team activity of debate as focus and motivation. Policy debate as taught in the course is positioned as a direct preparation for college studies in political science, public policy, sociology, communication studies, and history. In the process, students will:

1. Critically analyze news sources, scholarly journal articles, nonfiction books, government and public documents, and internet sources at high levels of reading difficulty.
2. Build civic literacy by learning – and performing – processes of developing, advocating, passing, and implementing laws and other instruments of public policy.
3. Identify argument position, rhetorical bias, and logical and factual flaws in a wide range of texts.
4. Develop skills of original research, using both physical texts and internet searches to produce well-formed debate files supporting original arguments.
5. Demonstrate ability to recognize and evaluate points of contention between two or more written sources.
6. Use complex texts creatively to support a variety of strategic positions in policy debates.
7. Understand and employ plans, counterplans, advantages, disadvantages, case turns, critiques and other types of argumentation.
8. Use logical reasoning to construct original arguments for policy change, including identification of a social problem (harms), crafting a possible solution (plan), assessing the effectiveness of the plan for solving the problem (advantages), and identifying additional benefits of the plan (advantages).
9. Take well-organized notes on both sides of policy debates, tracking all speeches at level sufficient to support the analysis of all main streams of argument.
10. Demonstrate ability to create systems to organize information in a useful manner, including filing systems that organize debate evidence for quick retrieval during competitions.
11. Build skills of teamwork and collaboration, working closely with a partner in each round of debate and contributing to the collective success of their school’s debate team.
12. Strengthen capacities of public speaking, focused particularly on the confident and expressive interpretation of complex texts.

13. Prepare themselves to compete in co-curricular public debates and debate tournaments serving as additional authentic applications of skills built in the course.
-

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

Semester 1

I. Introduction to Public Policy Debate

1. Debate in Context: history, purpose, and career connections.
 - a. History - connecting to the great debates of the past, from the times of Frederick Douglass and Abraham Lincoln to the world of *The Great Debaters* to key debates on capital punishment, security, and the role of government in the modern day; using historical context to understand debate as a crucial engine of democracy and a classic tool for community uplift.
 - b. Career connections – trying on debates from the perspective of lawyers, businesspeople, and politicians, using stories of heroes like Nelson Mandela, John F. Kennedy, Sonia Sotomayor, Ted Turner, Oprah Winfrey, and Tom Brokaw who developed their powers of argumentation and persuasion through debate.
 - c. Purpose – setting individualized plans that connect the coming assignments to personal goals.

Key assignments: Written personal statement of purpose, objectives, and strategies, making explicit connections between public policy and personal/academic goals.

Key readings: Snider 2008: xiii-xv, 1-18.; relevant historical speeches (e.g., Douglass, Jefferson, Kennedy, King).

2. Basics of Argumentation
 - a. Claims, warrants and sources: assessing the connections between arguments and evidence.
 - b. Opening and closing statements: making effective summaries of complicated arguments.
 - c. Rebuttal and four-step refutation: *They Say* (tracking arguments), *But* (counterargument), *Because* (connecting claims to warrants), *Therefore* (assessing impacts).

Key assignments: Written and oral debates demonstrating basics of argumentation.

Key readings: Blair and Johnson 2006:5-28.

3. Policy Debate Basics

- a. Basic structure: how speeches and cross-examination enable the advocacy and evaluation of a policy proposal
- b. Plans and their relation to the policymaking process; inherency, solvency, and the burden of proof
- c. Weighing impacts: evaluating advantages and disadvantages of public policies. Start from economic cost-benefit analysis and move on to comparing incommensurable costs and benefits, including impacts of quality of life, justice, and life itself.
- d. Cross-examination strategy and practice: strategic questioning
- e. Tracking arguments (The Flow): taking notes on rapid speeches, organizing information, identifying arguments
- f. Responding to arguments (The Line-by-line): structured refutations of speeches based on the flow.

Key assignments: Speech refutations, quiz on debate structure and basic components, argument-tracking assessment.

Key readings: Snider 2008: 167-177; NAUDL 2010: Affirmative and Negative Case Files.

4. Competition Basics

- a. Ethics and etiquette of debate: Interacting with judges and opponents, working with a partner and a broader team, how to balance passion, assertiveness, and politeness for maximum effect.
- b. File organization: gathering and organizing evidence that responds to a wide range of anticipated arguments.
- c. Public speaking and self-presentation.
- d. Judging debates: taking careful notes to track arguments, weighing impacts, and giving good feedback to help improve (practice using historical debates).
- e. Judge adaptation: the art of reading and anticipating the preferences of audiences.

Key assignments: Rubrics for in-class debates developed collectively; in-class debates lasting the full class period, including full eight-speech policy debate structure with cross-examination; students alternate between judging and debating.

Key readings: Snider 2008: 127-129.

II. Understanding the Policy Debate Topic

1. Introduction to substantive issues of the national topic [new each year, e.g., 2010: Military Deployment; 2009: Poverty; 2008: Alternative Energy]
 - a. Evaluating arguments for political change
 - b. Identifying debate issues in real-world policy discussions
 - c. Using current-events research to support or attack policy arguments
 - d. Using historical research to place current events in context.

Key assignments: Quiz, gathering relevant current-events articles, written and oral SPAR debates.

Key readings: NAUDL Argument guide; Current events articles on national topic; relevant historical speeches.

2. Crafting original evidence.
 - a. Using debate tools to identify strategies and arguments in scholarly and current-events articles: categorizing claims as affirmative v. negative, advantages v. disadvantages, inherency v. solvency.
 - b. Assessing the strength of claims: critiquing author credentials and the connections between claim, warrant, and evidence.
 - c. Methods of citation (APA/MLA) and summary
 - d. Turning information into evidence

Key assignments: Citing, tagging (creating one-sentence summaries of evidence for use in debates); identifying, constructing, and organizing evidence for debate.

Key readings: Scholarly and current-events articles relevant to topic.

III. Understanding Politics and the Policymaking Process

1. Key agents in the policymaking process: roles, responsibilities, and relationships
 - a. Executive, judicial, and legislative branches: investigating the importance of checks and balances by imagining the impacts of the overuse of powers by any of the three branches.
 - b. Federalism and the potential drawbacks to the overuse of federal power
 - c. Think tanks, lobbyists, advocacy organizations and other unofficial agents
 - d. Media and public opinion
2. What it takes to change government: the policy process in action
 - a. Advocacy, passage and implementation: the ideal process
 - b. Standard points of weakness: identifying and understanding policy flaws

Key assignments: Policy role play (see below), including written profile of policy actor. Mini-debates using Politics Disadvantages to challenge the desirability of policy proposals.

Key readings: Birkland 2005: 52-108; relevant policy speeches (e.g., Barbara Jordan, John F. Kennedy, Jesse Jackson).

IV. Debate strategy

1. Stock Issues: *solvency* (a plan's capacity to solve a given problem), *harms* (impacts of that problem), *inherency* (flaws in the current system), and why each is crucial to the success of an argument.
2. The Art and Science of Flowing: tracking and managing arguments across speeches. Focus on developing the capacity to rapidly record salient information, including shorthand and note organization.
3. The Art of Clash: 4-step refutation (They Say... But... Because... Therefore) as a tool for answering arguments.
4. Strategic cross-examination: Using questions to clarify arguments, to identify points of weakness in argument or evidence, and to advance strategic objectives.

5. Telling a Story, Making a Case: summarizing and shaping judge opinion with final rebuttals

Key assignments: Two written (and delivered) rebuttal speeches and argument blocks (each roughly 2 typed pages/5 minutes), quiz on stock issues, creating an original debate file.

Key readings: Snider 2008: 113-125, 167-173.

Semester 2

V. Logic and Argumentation

1. Internal links in arguments: syllogisms and the challenge of demonstrating a chain of causal events.
2. Relating evidence to arguments: evaluating the relationship between logical arguments and the information used to support them.
3. Identifying logical flaws and fallacies, including *appeal to probability, correlation v. causation, circular cause and consequence, ecological fallacy, faulty generalizations*.
4. Source attacks: Identifying bias, comparing levels of expertise.

Key assignments: Writing, presenting, and debating original arguments, quiz on logical flaws and fallacies.

Key readings: Blair and Johnson 2006: 49-60.

VI. Evaluating and Producing Evidence

1. Identifying evidence: using internet and library searches to find articles supporting an original position.
2. Cutting cards: research, selection, and construction of evidence based on scholarly and journalistic articles
3. Tagging and organizing evidence into coherent arguments (using citation and summary skills developed in Semester I).

Key assignments: Written (and delivered) rebuttal speeches and argument blocks, quiz on stock issues.

Key readings: Snider 2008: 137-153.

VII. Building Negative Positions

For each category of negative position below, students explore real-world examples as they develop their own original debate positions.

1. Disadvantages: identifying flaws and potential unintended consequences in policy proposals and showing their impacts
2. Counterplans: constructing and weighing alternative proposals; using cost-benefit analysis to show that one plan is preferable to another
3. Kritiks: questioning the assumptions that undergird a policy proposal, evaluating impacts of these assumptions above and beyond direct policy impacts.

4. Framework arguments, topicality, and other advanced negative argumentation: which kinds of argument are fair and just, and why? Using and building normative foundations for policy debate.

Key assignments: Write a negative position (8-20 pages)

Key readings: Birkland 2005: 181-199; scholarly and current-events articles relevant to topic.

VIII. Building Affirmative Positions

For each category of affirmative position below, students explore real-world examples as they develop their own original debate positions.

1. Harms and impacts: Articulating the importance of policy problems. Weighing types of impacts – time frame v. magnitude v. probability – to determine which plans are most important.
2. Solvency: What does it take to convince an audience that a policy proposal will actually solve a problem? Using expert testimony, historical examples, and logical argument.
3. Advantages and impact scenarios: Identifying additional consequences of policy proposals beyond directly solving the problem at hand; assessing their harms and impacts..
4. Answering common negative attacks: defending against disadvantages, counterplans, kritiks, and framework arguments (see above).

Key assignments: Write an affirmative position (8-20 pages)

Key readings: Birkland 2005: 157-180; Scholarly and current-events articles relevant to topic.

IX. Applications and Future Directions: College, Careers, and Beyond

1. Identifying issues of interest for each student; strategizing about what kind of careers could enable students to make a difference in these issues, and what educational paths are required for those careers.
2. Researching and strategizing for issues of interest, including the national debate topic for next year.

Key assignments: Policy role play, including written profile of policy actor; policy proposal addressed to political representatives.

Key readings: Scholarly and current-events articles relevant to topic

The following works are referenced in this outline:

Birkland, Thomas. 2005. *An Introduction To The Policy Process: Theories, Concepts, And Models Of Public Policy Making*, 2nd ed. M.E. Sharpe Press.

Blair, Anthony J., and Ralph H. Johnson. 2006. *Logical Self-Defense: Rhetoric, Argumentation, and Debate*. International Debate Education Association.

National Association of Urban Debate Leagues (NAUDL). 2010. *NAUDL Core Files, Article Anthology, and Research Guide*. NAUDL. Available at http://www.urbandebate.org/research_resources.shtml

Snider, Alfred C. 2008. *Code of the Debater: Introduction to Policy Debating*. International Debate Education Association.

Because the course emphasizes original research, the selection of many grade-specific readings will necessarily be made by students based on the argument positions they choose to research. Course readings will be supplemented by curriculum materials provided by the Silicon Valley Urban Debate League.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Key assignments will include the following:

- **Policy role plays and policy proposals.** Once per semester, students engage in a role play, mapping out and performing the tasks that must be completed in order to develop, pass, and implement an instrument of public policy. To situate themselves in this assignment, once students have chosen (with guidance from the teacher) a policy actor as their role, they will complete a profile of that policy actor including descriptions of their historical positions on the issue at hand, their powers and responsibilities, and their relationships to other actors involved in the role play. The final role plays involve groups of 5-10 students enacting their roles to negotiate issues, working in scenarios designed by the course instructor. The remainder of the students assist in debriefing and critiquing each role play after it is acted out, actively advancing the understanding of their peers. This work culminates at the end of the year in each student developing a policy proposal addressed to a political representative that identifies a social problem and makes a professional, researched-base case for social change.
- **Short essays and speeches.** Once every two weeks, students will write one-page essays in which they advocate for a position that concerns a current event taking place locally, nationally, or globally. Prompts for the essays will be high-interest provocations for the expression of student opinion, such as the following: *Opponents of the war in Iraq say that thousands of lives lost and billions of dollars spent are unacceptable costs. Supporters claim that withdrawing from Iraq would cause civil war and threaten the security of United States and the Middle East. What should be done, and why?* Though early essays will require only the well-organized expression of opinion, later assignments will require substantial evidentiary support. Students will be required to deliver biweekly speeches of varying lengths – including oral versions of the essays they

produce in this course – the best of which will be nominated for inclusion in an annual speech competition.

- **Original research.** Over the course of the year, each student will be responsible for “cutting” positions on the affirmative or the negative: cutting a debate file involves laying out the skeleton of an argument, finding evidence to support it, and turning that evidence into a well-formed argument brief. In the first semester students will generate two 2-3 page briefs, helping them to build the basic skills they need for the more involved projects to come.
- **Written debate “files”.** During the second semester, their original research work will culminate in the production of two full debate “files”, one affirmative and the other negative. These files, at least 8 pages in length each, will include a fully elaborated argument – complete with answers to common counter-arguments – with each logical step supported by one or more fully cited passages from scholarly or journalistic sources.
- **Debates.** Students will participate in debates roughly two times per week during class time, serving both as speakers and as judges for debates covering a wide variety of topics and formats. In each round of debate, students are required to take a position on a controversial issue, support their position with arguments and evidence, take detailed notes on all speeches delivered (these are turned in), and use these notes to rigorously refute their opponents. These debates prepare students for monthly day-long tournaments involving at least 4.5 hours of debate for each participant.

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

This course focuses on building powers of independent research, opinion formation, and argument; thus, while some lectures will be necessary to deliver substantive information on the topics of debate and to help students orient themselves to assignments, the majority of the course will challenge students to take the lead in constructing and evaluating knowledge. Key instructional methods center on involving students in the performance and evaluation of research: guided by their teacher, students will work in teams to evaluate research from multiple sources and to identify and categorize arguments in complex texts. This includes basic skill drills that use the energy of competition to give students the motivation to find and analyze key sections of text quickly – along with longer-term projects that challenge students to construct original arguments, gather and critique evidence from journals, books, and internet research, and generate case files that harmoniously integrate evidence and argument to support a policy position.

Drawing from the case files they create, from arguments and case files developed by debate organizations like the National Association of Urban Debate Leagues (as listed in the course outline), and from famous historical speeches, students will also practice the active interpretation of text and the application of analytic strategies in debate. Activities will

challenge students to build skills of interpretation, elocution and expression in the preparation and delivery of speeches, as well as to strengthen their capacities to generate and implement strategies in the practice of political deliberation. Additional activities will be geared toward preparing students to take notes with the rigor required to track multiple arguments over the course of a series of speeches, and to weigh arguments and evidence toward the oral and written delivery of a verdict. All these instructional methods prepare students to act as judges and participants for frequent debates, and over the longer term to perform high-level critical reading, strategic thinking, and original research in their post-secondary education and in their careers.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

Key assessments will include the following:

- **Debate participation and evaluation.** The practice of policy debate is an authentic assessment requiring students to demonstrate an integrated mastery of a wide array of skills including critical reading and the rapid evaluation of complex texts (the evidence used in the round), public speaking (each student speaks for at least 13 minutes in a full round of debate), note-taking (not just writing down what people say but organizing notes to track arguments across speeches), organization (maintaining files of evidence to support the argument choices made in the round), and many others. Students will act not only as participants in debates but also as judges, carefully tracking arguments over the course of the round and delivering oral and written decisions. Students will participate in the development of rubrics by which these assignments are judged.
- **Original research.** Skills of critical analysis and evaluation of news sources, scholarly articles, and other texts find authentic assessment when students produce original research files to support their arguments. These assessments directly prepare students to take on the complicated research projects they will have to perform in college courses,
- **Policy role plays and policy proposals.** These assessments help students further develop skills of original research and argumentation by integrating them into the understandings of the process of policymaking in the United States that they gain in this course. In the role plays, students demonstrate their mastery of civic literacy by first generating a written profile of a policy actor and then acting out relationships between politicians, lobbyists, researchers, and activists. In proposals, they take on the role of an advocate in a more serious way, using the research they have done to make a well-developed, research-based case for social change to be delivered to a political representative.
- **Short essays and speeches.** This course emphasizes the rigorous organization and presentation of arguments; essay assignments, growing more complex as the course

continues, offer a chance to assess students' progress in communicating their ideas in writing. The speeches challenge them to demonstrate mastery of relevant content and critical reading skills by giving expressive interpretations of complicated original and secondary texts. Students will participate in the development of rubrics by which these assignments are judged.

- **Quizzes:** Short written assessments throughout the course cover information-heavy topics, challenging students to recall and operationalize facts such including topics from key institutional roles in the policymaking process to common logical fallacies to the structure of policy debate rounds. The information retention assessed in quizzes is crucial to support the more complicated, authentic tasks of research and argumentation that form the main body of assessments.
- **Examinations:** Written examinations at the end of each semester challenge students to integrate the large body of knowledge and skills covered in this course. They will consist of a combination of short answer questions, essay questions, and live performance of debate.

DEBATE AND PUBLIC LEADERSHIP: UNIT PLANS

Policy debate emerged in the United States as an activity for elites, a way for privileged youth to build the skills and confidence to take positions of power. Urban Debate Leagues emerged nearly two decades ago to open pathways to leadership for a new population of students at schools unable to afford or otherwise support a debate team. The basic idea driving debate pedagogy – that ALL young people have something important to express and the right to be supported in finding their voice – has motivated thousands of educators to commit to this movement.

What has been made plain from two decades of the Urban Debate movement is that it takes far more than a burst of nonprofit funding and educator passion to overcome centuries of obstacles and make debate a truly inspiring activity. It will necessitate collaboration with schools and districts, hundreds of supporters and, perhaps most importantly, a fundamental change in pedagogy to meet the needs of low-income and minority students and the schools they attend.

The Debate and Public Leadership course helps students build skills of original research, argumentation, civic literacy, and public speaking, using the competitive team activity of debate as focus and motivation. It is important to remember that this is the first edition of a living document and will be revised each year. Your engagement, feedback and criticism is crucial. Plus, the writers and editors of this Tool Kit are just an email or a phone call away if you need support or explanation. Please use it, use us and may you have a wonderful, enriching year of training the next generation of young leaders!

Unit 1: Intro to Debate	2
Unit 2: Understanding the Topic (Mobility)	5
Unit 3: Debate Strategy	9
Unit 4: Democracy, Voice in Action	12
Unit 5: Logic - Syllogisms and Fallacies	15
Unit 6: Evaluating and Producing Evidence	18
Unit 7: Advanced Argument.....	21
Unit 8: Original Research.....	24

Sequoia Union High School District
Educational Services Division
NEW COURSE PROPOSAL

INSTRUCTIONS

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

Josh Sheridan
Originator

Carlmont High School
School

Julia Schulman
Dept. Chair's signature

Date

Principal's signature

Date

IVP's Endorsement

Date

Review Dates:

SDMC

CTE Subject Area Council 3/16/15 Approved
Principal Council 6/16/15 Approved

Asst. Superintendent's Signature

Date

GENERAL INFORMATION

Course Title: Digital Art I

Course Catalog Title (maximum 12 characters): DigitalArtI

Department(s): Visual Art

Grade level(s): x9 x10 x11 x12

Pre-Requisites: Previous art experience is recommended

Estimated Cost excluding Textbooks: \$1000.00 a year per class (as per current funding)

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

CREDITS AND REQUIREMENTS:

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

What Required Graduation Credit does this course satisfy? Fine Art Requirement, CTE

Is this a Vocational Education offering? No

What State ID Course Number does this Course match? N/A

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

If so, which one's? F- Visual and Performing Arts

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

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

Proposed starting date: 08/2015

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

UC COVER PAGE

Course Title Digital Art I	Department or Discipline <input type="checkbox"/> History/Social Studies <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Preparatory Elective: Subject Area: <u>Visual and Performing Arts</u>	
School Carlmont High School		
District Sequoia Union High School District		
City Belmont, CA		
Name of School Contact Person Ralph Crame Title/Position Instructional Vice Principal Contact Information Phone: 6505950210 Ext 30612 Fax: E-mail: rcrame@seq.org	Grade Level(s) for which course is intended 9-12	
	Length of Course <input type="checkbox"/> Semester <input checked="" type="checkbox"/> xYear <input type="checkbox"/> Other	
	Unit Value <input type="checkbox"/> 0.5 (half year equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
Date of School Board Approval	Seeking "Honors" distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Was the course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No If so, in what year? _____ Under what course title? _____		
Pre-Requisites Previous art experience is recommended		
Co-Requisites		
Brief Course Description This course provides an opportunity for students to merge and develop their artistic and technical abilities. The class provides students with an understanding of the processes and strategies used in solving art and design problems through lectures, demonstrations, samples, readings, critiques and assignments. Students' imagination and creative abilities will be challenged through hands-on projects utilizing animation, web sites, graphics, and interactive mobile applications. The goals of this course are to make connections between traditional art techniques and their digital counterparts. The course will educate and train the students in different hands-on digital media applications and discuss career opportunities in the digital arts. The course also fulfills the UC A-G requirements for Visual and Performing Arts as well as the fine arts requirement for graduation.		

BACKGROUND INFORMATION

Context for Course:

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

This course is going to be developed into a pathway for Visual Literacy- combining visual arts with technology. We will give the students the tools to develop their artistic and technical abilities. The class provides students with an understanding of the processes and strategies used in solving art and design problems through lectures, demonstrations, samples, readings, critiques and assignments. Students' imagination and creative abilities will be challenged through hands-on projects utilizing animation, web sites, graphics, and interactive mobile applications. One of the goal of this course is also to fulfill the UC A-G requirements for Visual and Performing Arts as well as the fine arts requirement for graduation.

History of Course Development (optional):

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

The third quarter of this course is based on a course offered by USF <http://appinventor.org/course-in-a-box2>. The course was developed by Professor Wolber of USF Computer Science.

COURSE CONTENT

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate writing responses. How do assignments incorporate topics? Include all assignments that students will be required to complete.

Key Assignments for Semester One: Animation (Quarter One) and Computer Graphics (Quarter Two):
Major Topics for Semester One:

Module 1:

Introduction to Animation. Students learn about animation and the basic vocabulary

History of Animation. Students look at how history has affected and changed animation and where the roots of animation are located. Students trace animation back thousands of years onto the cave walls in France.

(Historical and Cultural Context- Covering the history of animation over the last 5000 years),

Seeing like an Animator: Students learn (Artistic Perception), Students learn to assemble complex objects from simple shapes, how to break down what they see visually into their component pieces, and learn about timing and how to maximize timing for use in your animation.

Key Concepts: History of Animation and Analyzing Creation of Animation

Module 2:

Figure Drawing (Creative Expression; Line, Form, Value- Observational drawing skills), Students practice drawing what is in front of them, from still-lives, to portraits, to animals, to architecture. Students learn the techniques that you have been used successfully by artists for over the last 500 years.

Perspective and Storyboarding (Creative Expression), The student will be able to create a drawing in 1 and 2 point perspective as well as tell a simple story using the techniques incorporated from storyboarding.

Key Concepts: Drawing on Computer and Storyboarding

Module 3:

Flipbook. Students create their very own flipbook, animating a short story

Animation Physics using flash, basic timing in animation, pose to pose using flash, broad action using Flash, Staging and Layout. Students learn about all 5 techniques mentioned above briefly.

Key Concepts: Animation Creation and Animation Physics

Module 4:

30 second Fable animation Students learn to develop their story into characters, their characters into a storyboard, their storyboard into an animatic, and their animatic into a short 30 second fable.

Key Concepts: Developing a character and Storytelling in Animation

Comprehensive Final for Quarter One. Students will be tested on all of the assignments from Quarter One.

Module 1: Introduction to Graphic Design Quarter Two: *This unit offers a brief introduction to the history of graphic design, some terminology used in graphic design and the other visual arts, as well as a visual review of where graphic design came from and where graphic design is going. We trace the history back over 500 years.*

Key Concepts: Graphic Design History

Module 2: Color Theory: *Color has an effect on humans' mood. This unit will look how color can influence what we see. We will also learn about color- color harmonies and color theory. Students will learn color schemes and manipulate images to create emotions through color*

Key Concepts: Color Theory

Module 3: Designing Symbols: *Logos and symbols are an interesting part of modern business. Students learn to think visually and increase their visual literacy by creating their own symbols and logos. The students brainstorm, create rough drafts, critique each others' work, and then create final drafts based on feedback from their peers and their instructor.*

Key Concepts: Symbols

Module 4: Digital Layout, Digital Composition: *This unit has students learn the basics of composition and how to change composition on the computer. Students will experiment with traditional compositions as well as modern layouts. Students will be able to choose a layout best suited to the product and increase their understanding of what they observe.*

Key Concepts: Digital Layout & Composition

Comprehensive Final for Quarter Two. Students will be tested on all of the assignments from Quarter Two.

Key Assignments for Semester Two: Mobile Applications (Quarter Three) and Web Design (Quarter Four)

Major topics for Semester Two

Key Assignments for Mobile Apps:

Module 1: Intro to App Inventor 2 and Event Driven Programming. App Inventor Introduction, Setup App Inventor, Building your first App, Setting up your portfolio, Publishing your Portfolio

Key Concepts: Event Handlers and Conditionals

Module 2: Build, Drawing, Animation, and Games. Drawing objects, Variables, Paint Pot, Incrementing Values, Timed Activity, Pong Game

Key Concepts: Drawing Incrementing Timed Activity Sprite Animation Variables

Module 3: Build Apps with Texting and Location Services. Lists, Persistence, No Texting while Driving Tutorial, and Location

Key Concepts: Processing a List and Persistence Location

Module 4: Build Quizzes and Informational Apps. Incrementing values and defining variables, creative project
Key Concepts: Iterating through a list (user initiated)

Comprehensive Final for Quarter Three. Students will be tested on all of the assignments from Quarter Three.

Key Assignments for Web Design:

Module 1: Introduction to Design. Students learn about web design, it's history, and a basic vocabulary **HTML + CSS** . Students learn how to code in HTML and CSS to make working websites. This will be an online tutorial that students can work on at their own pace. (Historical and Cultural Context- Covering the history of design over the last 30 years)

Key Concepts: HTML 5 and CSS 3

Module 2:

Websites: Students learn how to make their own fully functional, interactive website.

Key Concepts: Web Hosting and Servers

Module 3:

Web Graphics: Students learn how to use graphic software or animation to improve the content of their web page. (Artistic Perception), Students learn to assemble complex objects from simple shapes, how to break down what they see visually into their component pieces
Key Concepts: Graphic Creation

Module 4:

Career Website: Students create a website after researching their career goals, writing a resume, and investigating 2 careers, one of which is based in media or technology.

Key Concept: Career Opportunities in media/technology

Comprehensive Final for Quarter Four. Students will be tested on all of the assignments from Quarter Four.

All of these projects will be created in different digital media, and are created to insure that students get a very inclusive digital education.

Each of the aforementioned assignments is a unit in the class. After the students complete the projects their work will be submitted to their peers and their teacher. Students complete critiques based on art criticism and complete written self-reflection to improve their artwork, instruction, and learning.

This is a hands-on art course with an emphasis on technology, creative career development, and acquisition of drawing and painting skills; therefore the entire course is project-based learning. Each lesson has a beginning demonstration and lecture by the teacher. A Power Point or other type of presentation may also be involved. Students are then guided towards the completion of their project by collaborative work with their peers, teacher monitoring and written feedback. Feedback is shared both in front of the class and a one on one basis. Students are expected to write a self-reflection after every project.

The students will have several key assignments a quarter. They will include at least two quizzes on the current unit they are working on. There will be end of quarter tests as well as a comprehensive final exam that covers everything up to that point of instruction.

Course Goals and/or Major Student Outcomes:

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

- 1. Students will have gained a strong foundation knowledge in the tools and techniques of digital media including animation, design, graphics, and mobile applications*
- 2. Students will expand their appreciation and exposure to digital media*
- 3. Students will have produced digital media that can be shared with others*
- 4. Students will have completed a substantial capstone project of an animation, website, or app*
- 5. Students will become stronger technical readers*
- 6. Students will develop a marketing plan for their animation, website, or app*

CALIFORNIA 9-12 VISUAL ART STANDARDS (Proficient)

1.0 ARTISTIC PERCEPTION- Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations

Students will be involved in the critique process as a class, learning the language necessary to express the values and processes of art. Each project will involve this critique as an integral part of the whole lesson. Students will be required to self-reflect through writing on their experience and production of each project. These written reflections, with class critiques, will be used by the teachers as part of the whole assessment of student progress in the class.

2.0 CREATIVE EXPRESSION – Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Students will be able to experience a very broad spectrum of media in this class. Students will learn the technical skills of drawing and painting and use of other media, as well as the artistic concepts of dimension, perspective, form and space, composition and color theory.

3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Students will be required to learn about different the historical aspects of narrative art and their connection to art produced in the modern world. They will be required to discuss and write about how they include their art history knowledge in their production of commercial art.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

All students will be required to be involved in the critique process, first learning the vocabulary of visual art to better express the concepts. Students will learn the values and criteria for each project and be able to make connections to their own art. Students will not only be required to learn the different media of commercial art production, they will be required to understand artistic concepts such as form and space, composition, line and shape, dimensionality, perspective, and color theory and how those concepts apply to their own art. They will be required to use their artistic knowledge to self-reflect through writing on their experiences. These reflections will be included by the teachers in the final assessment process.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Students will be required to have a good working knowledge of narrative art history, through being exposed to different art productions such as illuminated manuscripts, book illustration, advertisements throughout the ages, poster production throughout the last century, editorial illustration throughout the last century and more. They will make the connection between modern commercial art production and historical commercial art production. They will be required to complete a portfolio of their work, which will not only be used as an assessment tool by the teachers, but also as a starting off point for possible internships with local commercial art venues, and applications for art schools. We will be creating partnerships with local commercial art companies so students have access to this knowledge as well as access to employment opportunities.

Course Content Standards:

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

The following list of goals addresses Carlmont High School's ESLRS.

- Lifelong Learners - prepares students to enter the animation field where lifelong learning is a requirement
- Effective Communicators – students learn how to communicate through digital media.
- Analytical & Creative Thinkers – students apply their creative and analytical thinking in the design of animation projects.
- Ready & Career Focused Workers – industry speakers, summer internships and a constant focus on current careers in animation develop a career focus for the course.
- Navigators of Technology – students use a variety of different technologies throughout the course which further strengthens their technological aptitude.
- Investigators & Problem Solvers – student investigate real life problems and develop the solutions to those problems using the skills taught in the course.

SUHSD Visual Art Content Standards

Course Objectives:

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

- Students will develop knowledge and skill of creating digital media.
- Students will learn to use different digital media such as Photoshop, Flash, Dreamweaver, and App Inventor.
- Students will foster recognition of the principles of art and design and how they can be applied to digital media.
- Students will promote an understanding of the academic importance of arts/design and its relationship to the curriculum
- Students will develop critical thinking skills through observation, description, analysis, interpretation, and ultimate judgment about digital media.
- Students will learn to use graphic devices for the computer such as flatbed scanners, digital cameras, and Wacom Drawing tablets
- Students will learn to make connections between art and communication, via education in the worlds of animation, graphics, and app inventing.

Course Outline and Key Topics:

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

Major Topics for Animation/Graphics Semester:

Introduction to Animation. Students learn what is animation and the basic vocabulary.

History of Animation. Students look at how history has affected and changed animation and where the roots of animation are located.

Seeing like an Animator: Students learn (Artistic Perception), Students learn to assemble complex objects from simple shapes, how to break down what they see visually into their component pieces, and learn about timing and how to maximize timing for use in your animation

Figure Drawing (Creative Expression; Line, Form, Value- Observational drawing skills), Students practice drawing what is in front of them, from still lifes, to portraits, to animals, to architecture.

Perspective and Storyboarding (Creative Expression), The student will be able to create a drawing in 1 and 2 point perspective as well as tell a simple story using the techniques incorporated from storyboarding.

Flipbook. Students create their very own flipbook, animating a short story

Animation Physics using flash, basic timing in animation, pose to pose using flash, broad action using Flash, Staging and Layout. Students learn about all 5 techniques mentioned above briefly.

30 second Fable animation Students learn to develop their story into characters, their characters into a storyboard, their storyboard into an animatic, and their animatic into a short 30 second fable.

Intro to Graphic Design: This unit offers a brief introduction to the history of graphic design, some terminology used in graphic design and the other visual arts, as well as a visual review of where graphic design came from and where graphic design is going.

Color Theory: Color has an effect on humans' mood. This unit will look how color can influence what we see. We will also learn about color- color harmonies and color theory.

Designing Symbols: Logos and symbols are an interesting part of modern business. Students learn to think visually and increase their visual literacy by creating their own symbols and logos.

Digital Layout, Digital Composition: This unit has students learn the basics of composition and how to change composition on the computer.

Major Topics for Mobile Apps/Web Design

Intro to App Inventor 2 and Event Driven Programming. App Inventor Introduction, Setup App Inventor, Building your first App, Setting up your portfolio, Publishing your Portfolio

Build, Drawing, Animation, and Games. Drawing objects, Variables, Paint Pot, Incrementing Values, Timed Activity, Pong Game

Build Apps with Texting and Location Services. Lists, Persistence, No Texting while Driving Tutorial, and Location

Build Quizzes and Informational Apps. Incrementing values and defining variables, creative project

Introduction to Design. Students learn about web design, it's history, and a basic vocabulary

HTML + CSS. Students learn how to code in HTML and CSS to make working websites. This will be an online tutorial that students can work on at their own pace.

Websites: Students learn how to make their own fully functional, interactive website.

Web Graphics: Students learn how to use graphic software or animation to improve the content of their web page. (Artistic Perception), Students learn to assemble complex objects from simple shapes, how to break down what they see visually into their component pieces

Career Website: Students create a website after researching their career goals, writing a resume, and investigating 2 careers, one of which is based in media or technology.

This is a hands-on art course with an emphasis on digital media. Therefore the entire course is project based learning. Each lesson has a beginning lecture and demonstration performed in front of the class. Students are then guided towards the completion of their project by collaborative work with their peers, teacher monitoring and guidance. Each project will end with a class critique, a one-on-one critique, and a student written reflection piece. Students will be periodically tested to assess their acquirement of artistic vocabulary and new knowledge of artistic concepts.

Each of the aforementioned topics is a unit in the class. After the students complete the projects their work will be submitted to their peers and their teacher. Feedback in the form of critique, both in front of the class and on a one on one basis.

Texts & Supplemental Instructional Materials:

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

Text: None – Course curriculum will be developed by staff and will be web based. Staff will collaborate between all school sites to develop curriculum and refine that curriculum over time.

Instructional Methods and/or Strategies:

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

The techniques used for instruction include lectures, demonstrations, samples, readings, critiques and assignments. Students' imagination and creative abilities will be challenged through hands-on projects utilizing animation in videos, web sites, CDs and other digital media. Original artwork, animated logos, multimedia presentations and other digital media projects will be incorporated into the final student production. Students will work in different digital media, including line drawing, pen and ink, painting, vector graphics, and more. They will improve their drawing and observation skills using pencils at first and then moving onto the tablet for inputting lines directly into the computer. They will learn how to apply the concepts of form, space, line, color, shape, texture, and value into their artwork/animation. They will also apply the Principals of art as well to their work.

Assessment Methods and/or Tools:

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

The primary assessment tool will be in class projects/critique and participation, although Tests/Comprehensive Final will also be factored into the final grade. Class projects and critique will account for 70% of the total grade while class participation will account for 30% of the total grade. The comprehensive final will account for 10% of the total class project grade. Teachers will also use the students' written self-reflections as an assessment tool. There will be homework as dictated by the needs of a particular assignment.

The Participation Rubric that is used in class daily to give each student assessment once a week on the following criteria: attendance/promptness, level of engagement in class, listening skills, behavior, and exercise completion.

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

Assessment Criteria:

- Students' understanding and application of digital media
- Ability to work independently and adapt to changing circumstances/demands
- Ability to cope with, solve or avoid problems whichever is appropriate
- Experimental skills: Improve artistic and technical skills, portfolio preparation
- Theoretical skills: Application of theories of animation, graphics, design, and app creation.
- Setting objectives, organization of time and meeting deadlines
- Using critique forms and self assessment to further educational goals and raise student standards

Assignments in digital media are student work that often combines formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within the semester. Any of the methods of assessment may also be assignments.

There are times when it is appropriate to assess participation within this course. In cases where participation is being assessed, appropriate performance criteria and standards that can be observed in the classroom are established. Common goals are for students to demonstrate that they can work co-operatively, behave ethically, assess & evaluate information or provide helpful feedback. Students will receive formative feedback on their performance in this area.

Carpenters.

Site: District

Department: mpd

Date: 6/1/2015

[illegible]

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing [Signature]

Purchasing Dept. & W/H use only

Board date: 6/24/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: Dist. 1

Department: Food Service Date: 6/16/2015

Date: 6/6/2015

[illegible]

* NOT WORKING / AT SEX - NEED TO DISCONNECT GAS + MOVE OUT

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

Dept. Head NORA DECARO

Purchasing Dept. & W/H use only

Principal _____

Board date: 6/24/2015

Site Technology (if applicable)_____

W/H action: _____

District Tech (if applicable) _____ Dir. IT _____

Date: _____

Director of Purchasing 101-4570-1000

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: DISTRICT Department: MAINT/ELECT Date: 6-12-15

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
90	REL-25110-RH-TB					Auction
	ADVANCE BALLESTS					
	120 VOLT					
3	NQ00442L225CU					
	SQUARE D INTERIOR					
6	MISC. METAL					
	ENCLOSURE AND DISCONNECT					
~50'	ALUMINUM AERIAL					
	WIRE ON ROLL					
	#2					
~90'	ALUMINUM AERIAL					
	WIRE ON ROLL					
	1/0					
1200A						
1	1200A MSB WITH MAIN					
	BREAKER AND 5 SUB					
	BREAKERS, 3-600A 3POLE,					
	1-200A 3POLE, 1-100A 3POLE					
	120/208					
	CAT # 22152952-001					

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing Chad E. Hulse

Purchasing Dept. & W/H use only

Board date:	<u>6/24/2015</u>
W/H action:	_____
Date:	_____
By:	_____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: district Department: grounds Date: 6/11/2015

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHS I.D. #	Suggested Disposition
1	sod cutter			120628	4089/G53	Auction
1	areator			532125	G28	
1	mower deck 3 blade			m072fmx060825		
1	john deer mulch kit				G52	
1	push mower lawnboy			7963870		
1	push mower yazoo			58181		
1	toro arero thatcher 83			40275		
1	howard tractor rototiller					
1	sickle bar mower					
1	thatcher					
1	rotary mower brigs&straton					
1	air sprayer					
1	riding chalk liner					
1	Areator RYAN LA28			92514680		
1	FLOOR SCRUBBER			1747163	G50	
	ADVANCE 5400					
1	OLATHE Sweeper			540287	G26	

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: 6/24/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site:

Department: IT

Date:[illegible]

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

Dept. Head

Purchasing Dept. & W/H use only

Principal - Signature on P.R. Form

Board date: 6/24/2015

Site Technology (if applicable)

W/H action:

Caroleen Schaffer

880.
6

~~3.12.15~~

Aktion

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: DISTRICT **Department:** TRANSPORTATION **Date:** 06-15-15

[illegible]

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing (10/10/10) [Signature]

Purchasing Dept. & W/H use only

Board date: 6/24/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: District **Department:** Warehouse **Date:** 06-17-2015

[illegible]

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

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: _____

W/H action: _____

Date: _____

By: _____



Sequoia Union High School District
Redwood High School Multi-Purpose Room and Classroom Building
Fee Calculation

Estimated Bid Day Construction Cost	\$	16,000,000.00
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Basic Services Fee Calculation

First	\$	500,000	9.00%	\$	45,000.00
Next	\$	500,000	8.50%	\$	42,500.00
Next	\$	1,000,000	8.00%	\$	80,000.00
Next	\$	4,000,000	7.00%	\$	280,000.00
Next	\$	4,000,000	6.00%	\$	240,000.00
Remaining			5.00%	\$	300,000.00
Sub-Total				\$	987,500.00

Added Services

Acoustical Engineer	\$	15,000.00
Cost Estimating	\$	42,000.00
Storm Water Pollution and Prevention	\$	15,000.00
Food Service	\$	9,000.00
Architect Coordination (10% of above)	\$	8,100.00
Subtotal	\$	89,100.00

Total Fee:	\$	1,076,600.00
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Fee Distribution

Schematic Design	12%	\$	129,192.00
Design Development	12%	\$	129,192.00
Construction Documents	38%	\$	409,108.00
DSA Approval	5%	\$	53,830.00
Bidding and Negotiations	5%	\$	53,830.00
Construction Administration	25%	\$	269,150.00
DSA Closeout	3%	\$	32,298.00
Total	100%	\$	1,076,600.00

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Agenda Item: _____
Date: _____

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
<u>01 GENERAL FUND</u>					
5/1/2015	01	2240	KEENAN & ASSOCIATES	962690	1,490.76
5/5/2015	01	2240	KEENAN & ASSOCIATES	963260	206.92
			MAINT/CUSTODIAN SALARIES-2240 TOTAL		1,697.68
5/5/2015	01	3401	CALIF. SCHOOLS DNTL COALITION	963267	578.70
5/13/2015	01	3401	ACSIG DENTAL	965403	1.60
5/19/2015	01	3401	CALIF. SCHOOLS DNTL COALITION	967057	578.70
			HLTH & WELFARE BNFT CERT-3401 TOTAL		1,159.00
5/5/2015	01	3402	CALIF. SCHOOLS DNTL COALITION	963267	115.74
5/13/2015	01	3402	ACSIG DENTAL	965403	1.60
			HLTH & WELFARE BNFT CLASS-3402 TOTAL		117.34
5/6/2015	01	3701	PUBLIC EMPLOYEES' RETIREMENT S	963859	55,242.23
			RETIREE BENEFITS CERT-3701 TOTAL		55,242.23
5/6/2015	01	3702	PUBLIC EMPLOYEES' RETIREMENT S	963859	648.14
			RETIREE BENEFITS, CLASS-3702 TOTAL		648.14
5/1/2015	01	4210	TONY MUELLER	962651	225.79
5/1/2015	01	4210	PEARSON EDUCATION INC.	962670	2,865.28
			OTHER BOOKS-4210 TOTAL		3,091.07
5/1/2015	01	4310	AARON CAMPBELL	962636	555.86
5/1/2015	01	4310	MACBEATH HARDWOOD CO INC	962649	1,970.40
5/1/2015	01	4310	JULIE MARTEN	962650	489.95
5/1/2015	01	4310	ANDREW RAMROTH	962656	9.78
5/1/2015	01	4310	EVELYN VALENCIA	962663	169.90
5/1/2015	01	4310	CHRISTLE WATERS	962664	455.88
5/1/2015	01	4310	DAVINA ORTIZ	962669	358.73
5/1/2015	01	4310	KRISTEN TORRES	962682	129.85
5/1/2015	01	4310	SARAH VERGARA	962683	27.25
5/5/2015	01	4310	JILL BAUMGARTEL	963249	366.47
5/5/2015	01	4310	RUDOLF OLIVER BOCK	963250	418.09
5/5/2015	01	4310	BRODART COMPANY	963251	292.58
5/5/2015	01	4310	CAROLINA BIOLOGICAL SUPPLY	963254	96.03
5/5/2015	01	4310	MICHAEL COBB	963255	343.89
5/5/2015	01	4310	B & H VIDEO	963263	3,519.02
5/5/2015	01	4310	SARGENT-WELCH SCIENTIFIC CO.	963284	684.40
5/5/2015	01	4310	ROBERTA SUE SCOTT	963287	108.00
5/5/2015	01	4310	SEHI COMPUTER PRODUCTS INC	963289	326.85
5/5/2015	01	4310	GWEN SIDLEY	963291	78.91
5/5/2015	01	4310	MICHAEL TILLSON	963292	110.43
5/5/2015	01	4310	WEGMAN'S NURSERY	963293	254.31
5/5/2015	01	4310	NCS PEARSON INC.	963295	800.06
5/5/2015	01	4310	NANCY MARTIN	963303	318.82
5/5/2015	01	4310	MONOPRICE INC	963319	289.31
5/5/2015	01	4310	MUSSON THEATRICAL T.V. & FILM	963320	670.47
5/5/2015	01	4310	S.P.A.R.K.	963324	434.91
5/5/2015	01	4310	TEACHER'S DISCOVERY	963329	130.05
5/5/2015	01	4310	TROXELL COMMUNICATIONS INC	963330	2,027.44
5/5/2015	01	4310	USI INC.	963332	209.17
5/5/2015	01	4310	KATHRYN WEINGAND	963333	54.69
5/6/2015	01	4310	THE RAHUS INSTITUTE	963653	980.28
5/6/2015	01	4310	SCHOLASTIC INC.	963655	2,135.02
5/6/2015	01	4310	SEHI COMPUTER PRODUCTS INC	963656	433.78
5/6/2015	01	4310	BARNES & NOBLE INC	963660	398.80
5/6/2015	01	4310	BLICK ART MATERIALS	963662	457.21

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/6/2015	01	4310	THE BOOKSOURCE	963663	317.45
5/6/2015	01	4310	FLINN SCIENTIFIC INC	963671	604.51
5/6/2015	01	4310	FULL COMPASS SYSTEMS LTD	963672	55.20
5/6/2015	01	4310	SEQUOIA UHSD REVOLVING FUND	963681	236.38
5/8/2015	01	4310	APPLE COMPUTER	964319	9,560.82
5/8/2015	01	4310	FOLLETT SCHOOL SOLUTIONS INC	964322	4,527.62
5/8/2015	01	4310	SAFEWAY	964324	163.09
5/8/2015	01	4310	HOME DEPOT CREDIT SERVICES	964330	497.00
5/8/2015	01	4310	JOURNEYWORKS PUBLISHING INC	964333	929.38
5/8/2015	01	4310	JP DIGITAL IMAGING INC.	964334	74.25
5/8/2015	01	4310	GOVCONNECTION INC.	964338	5,515.96
5/8/2015	01	4310	SERVICE PRESS INC	964364	27.25
5/8/2015	01	4310	TOM SLATER	964365	43.58
5/8/2015	01	4310	PAUL SNOW	964366	67.32
5/13/2015	01	4310	SAFEWAY	965404	166.80
5/13/2015	01	4310	SARGENT-WELCH SCIENTIFIC CO.	965405	11,891.70
5/13/2015	01	4310	DIANE MAZZEI	965406	13.06
5/13/2015	01	4310	RACHEL "MARTHA" RICHARDS	965411	222.40
5/13/2015	01	4310	GWEN SIDLEY	965412	220.49
5/13/2015	01	4310	ERIN BAJORNAS	965426	63.11
5/13/2015	01	4310	JENNY BRATTON	965428	118.82
5/13/2015	01	4310	FORREST DONNELLAN	965430	137.45
5/13/2015	01	4310	JOSEPH EZRATI	965431	56.07
5/13/2015	01	4310	ERIN KILTY	965434	253.24
5/13/2015	01	4310	KREFELD'S AWARDS	965435	119.90
5/13/2015	01	4310	JEFF DECURTINS	965771	65.93
5/13/2015	01	4310	CYNTHIA HODGES	965779	325.96
5/13/2015	01	4310	TANIA KRANZLER	965785	56.44
5/15/2015	01	4310	JESSICA MAGALLANES	966307	50.00
5/15/2015	01	4310	NIMCO INC	966309	355.33
5/15/2015	01	4310	SEHI COMPUTER PRODUCTS INC	966310	753.32
5/15/2015	01	4310	MITCH WEATHERS	966311	84.86
5/15/2015	01	4310	HM RECEIVABLES CO LLC	966325	419.70
5/15/2015	01	4310	PATRICK MAIER	966332	227.96
5/15/2015	01	4310	STEVE MORENO	966333	223.76
5/15/2015	01	4310	DAVINA ORTIZ	966334	55.56
5/15/2015	01	4310	ETHAN SANFORD	966338	429.90
5/15/2015	01	4310	GREG STEIN	966339	102.45
5/15/2015	01	4310	EVELYN VALENCIA	966341	151.12
5/15/2015	01	4310	JANE WOODMAN	966342	117.25
5/15/2015	01	4310	HM RECEIVABLES CO LLC	966348	-476.72
5/19/2015	01	4310	MINDY CHIANG	967054	527.91
5/19/2015	01	4310	BACH COMPANY	967062	397.79
5/19/2015	01	4310	RUDOLF OLIVER BOCK	967064	482.70
5/19/2015	01	4310	DIANE BURBANK	967065	126.57
5/19/2015	01	4310	DEMCO INC.	967067	1,814.55
5/19/2015	01	4310	TINA DRESS	967069	87.88
5/19/2015	01	4310	JOSEPH EZRATI	967070	137.29
5/19/2015	01	4310	FLINN SCIENTIFIC INC	967072	195.85
5/19/2015	01	4310	RICHARD HAYES	967074	498.56
5/19/2015	01	4310	JONATHAN HOFFMAN	967075	168.40
5/19/2015	01	4310	ERIN HOLST	967076	69.50
5/19/2015	01	4310	KATELYN LAPINE	967077	319.92

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/20/2015	01	4310	SAFEWAY	967433	72.88
5/20/2015	01	4310	SEHI COMPUTER PRODUCTS INC	967436	1,735.06
5/20/2015	01	4310	APPLE COMPUTER	967444	172.22
5/20/2015	01	4310	MOZELLE DA COSTA PINTO	967445	597.93
5/20/2015	01	4310	APPERSON PRINT MANAGEMENT SERV	967447	161.84
5/20/2015	01	4310	BACH COMPANY	967448	430.64
5/20/2015	01	4310	JILL BAUMGARTEL	967449	78.93
5/20/2015	01	4310	GAY BUCKLAND-MURRAY	967450	134.45
5/20/2015	01	4310	CAROLINA BIOLOGICAL SUPPLY	967455	190.60
5/20/2015	01	4310	BEATRICE CARROT	967456	125.45
5/20/2015	01	4310	CENTRAL BUSINESS EQUIPMENT	967457	687.79
5/20/2015	01	4310	SARAH CHU	967458	102.90
5/20/2015	01	4310	KEVIN COULOMBE	967460	44.73
5/20/2015	01	4310	MOZELLE MATTHE DA COSTA PINTO	967461	183.36
5/20/2015	01	4310	HOME DEPOT CREDIT SERVICES	967463	398.81
5/20/2015	01	4310	THE MARKERBOARD PEOPLE	967471	135.00
5/20/2015	01	4310	ETHAN SANFORD	967478	490.82
5/20/2015	01	4310	SARGENT-WELCH SCIENTIFIC CO.	967479	341.94
5/20/2015	01	4310	ELIZABETH SNOW	967480	65.63
5/20/2015	01	4310	TROXELL COMMUNICATIONS INC	967482	692.02
5/21/2015	01	4310	PASCO SCIENTIFIC	967945	1,903.28
5/21/2015	01	4310	SEQUOIA UHSD REVOLVING FUND	967946	247.43
5/21/2015	01	4310	SAFEWAY	967948	274.09
5/21/2015	01	4310	SHAN SU	967950	77.00
5/21/2015	01	4310	FAITH WEINSTOCK VELSCHOW	967955	18.52
5/26/2015	01	4310	TOOLAND	969463	632.97
5/26/2015	01	4310	HODGE PRODUCTS INC	969470	1,090.00
5/26/2015	01	4310	ADELE ALVAREZ	969478	10.34
5/26/2015	01	4310	SARAH CRECELIUS	969484	389.10
5/26/2015	01	4310	MONA KLEIN	969490	500.72
5/29/2015	01	4310	SEQUOIA UHSD REVOLVING FUND	970598	555.86
5/29/2015	01	4310	ETHAN SANFORD	970616	798.23
5/29/2015	01	4310	CAMERON UHALDE	970620	94.69
5/29/2015	01	4310	BERNICE WEI	970624	83.81
5/29/2015	01	4310	BARNES & NOBLE INC	970637	357.73
5/29/2015	01	4310	RUDOLF OLIVER BOCK	970640	346.00
5/29/2015	01	4310	NICHOLAS BOLDREY	970641	210.93
5/29/2015	01	4310	BEATRICE CARROT	970642	180.67
5/29/2015	01	4310	FOLLETT SCHOOL SOLUTIONS INC	970649	255.28
5/29/2015	01	4310	VICTOR ANNAN	970659	1,300.00
5/29/2015	01	4310	SAFEWAY	970669	325.94
5/29/2015	01	4310	EVELYN VALENCIA	970671	277.79
5/29/2015	01	4310	KIM VINH	970672	499.95
5/29/2015	01	4310	APLIN UNO CREATIVE	970677	606.13
5/29/2015	01	4310	CENTRAL BUSINESS EQUIPMENT	970680	2,853.79
5/29/2015	01	4310	CUSTOMINK	970681	457.86
5/29/2015	01	4310	FORREST DONNELLAN	970683	71.89
			INSTRUCTIONAL SUPPLIES-4310 TOTAL		85,022.18
5/1/2015	01	4351	CAMERON UHALDE	962662	510.00
5/5/2015	01	4351	CARLMONT HARDWARE	963253	10.25
5/5/2015	01	4351	SCHOOL HEALTH CORPORATION	963285	227.66
5/5/2015	01	4351	SCHOOL HEALTH CORPORATION	963286	7.14
5/5/2015	01	4351	SEHI COMPUTER PRODUCTS INC	963289	699.92

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/5/2015	01	4351	PEGASUS PRODUCTS GROUP	963296	1,598.63
5/6/2015	01	4351	SEHI COMPUTER PRODUCTS INC	963656	750.12
5/6/2015	01	4351	DATA FLOW	963665	702.66
5/6/2015	01	4351	MINUTEMAN PRESS	963676	422.34
5/6/2015	01	4351	SEQUOIA UHSD REVOLVING FUND	963681	40.30
5/8/2015	01	4351	SAFEWAY	964324	96.54
5/8/2015	01	4351	US BANK	964325	63,821.54
5/8/2015	01	4351	JACQUELINE DIXON	964328	51.54
5/8/2015	01	4351	GRAINGER W.W	964329	199.07
5/8/2015	01	4351	GEOFF HORN	964331	10.44
5/8/2015	01	4351	JOSTENS	964332	39.94
5/8/2015	01	4351	MINUTEMAN PRESS	964358	313.16
5/8/2015	01	4351	SERVICE PRESS INC	964364	142.25
5/8/2015	01	4351	TOM SLATER	964365	83.88
5/13/2015	01	4351	SAFEWAY	965404	57.49
5/13/2015	01	4351	PCMG INC.	965416	62,093.20
5/13/2015	01	4351	HOME DEPOT CREDIT SERVICES	965780	237.60
5/13/2015	01	4351	SAFEGUARD BUSINESS SYSTEMS INC	965793	432.89
5/15/2015	01	4351	FRY'S	966324	510.90
5/15/2015	01	4351	SAFEWAY	966337	32.84
5/15/2015	01	4351	HM RECEIVABLES CO LLC	966348	2,184.95
5/20/2015	01	4351	SEHI COMPUTER PRODUCTS INC	967436	857.61
5/20/2015	01	4351	CARLMONT HARDWARE	967454	59.28
5/20/2015	01	4351	CENTRAL BUSINESS EQUIPMENT	967457	381.39
5/20/2015	01	4351	WOODBURN PRESS	967483	1,016.50
5/21/2015	01	4351	SEQUOIA UHSD REVOLVING FUND	967946	51.20
5/26/2015	01	4351	B & B DESIGNS	969480	415.29
5/26/2015	01	4351	BONNIE HANSEN	969487	129.66
5/27/2015	01	4351	CARMINA CHAVEZ	969902	207.31
5/29/2015	01	4351	CARLMONT STUDENT BODY	970586	805.00
5/29/2015	01	4351	SEQUOIA UHSD REVOLVING FUND	970598	93.80
5/29/2015	01	4351	SIGNWORKS	970618	144.96
5/29/2015	01	4351	GOETZ BROS	970651	1,722.20
5/29/2015	01	4351	HM RECEIVABLES CO LLC	970653	2,184.95
5/29/2015	01	4351	EVELYN VALENCIA	970671	100.23
5/29/2015	01	4351	CARLMONT HARDWARE	970679	56.61
5/29/2015	01	4351	CENTRAL BUSINESS EQUIPMENT	970680	571.71
5/29/2015	01	4351	DONNA DEKOM	970682	76.07
5/29/2015	01	4351	GRAINGER W.W	970685	201.66
5/29/2015	01	4351	HERFF JONES	970686	149.93
5/29/2015	01	4351	KREFELD'S AWARDS	970687	504.67
			SUPPLIES REGULAR-4351 TOTAL		145,007.28
5/1/2015	01	4352	WENDY PORTER	962655	70.63
5/1/2015	01	4352	ANDREW RAMROTH	962656	230.34
5/1/2015	01	4352	CHRISTOPHER RUBIN	962658	107.37
5/1/2015	01	4352	BRENDA SOTO	962659	57.66
5/1/2015	01	4352	EVELYN VALENCIA	962663	206.39
5/1/2015	01	4352	DAVINA ORTIZ	962669	264.83
5/5/2015	01	4352	MENLO ATHERTON STUDENT BODY	963278	45.00
5/5/2015	01	4352	LAURA PERDIKOMATIS	963280	90.20
5/5/2015	01	4352	MIGUEL RODRIGUEZ	963283	11.98
5/5/2015	01	4352	GWEN SIDLEY	963291	85.19
5/5/2015	01	4352	JANA PERKINS	963321	26.77

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/6/2015	01	4352	TIFFANY BURKLE	963664	404.36
5/6/2015	01	4352	SEQUOIA UHSD REVOLVING FUND	963681	124.37
5/8/2015	01	4352	SAFEWAY	964324	912.48
5/8/2015	01	4352	JACQUELINE DIXON	964328	249.70
5/8/2015	01	4352	LAURA PERDIKOMATIS	964360	55.43
5/8/2015	01	4352	ERICA ST. JOHN	964367	166.67
5/8/2015	01	4352	WOODSIDE DELICATESSEN	964373	60.73
5/8/2015	01	4352	MATTHEW ZITO	964375	83.85
5/13/2015	01	4352	SAFEWAY	965404	324.34
5/13/2015	01	4352	DIANE MAZZEI	965406	48.74
5/13/2015	01	4352	MOUNTAIN MIKE'S PIZZA	965407	67.58
5/13/2015	01	4352	GREG PATNER	965409	62.08
5/13/2015	01	4352	NICHOLE VAUGHAN	965414	58.02
5/13/2015	01	4352	ADELE ALVAREZ	965425	109.77
5/13/2015	01	4352	ERIN KILTY	965434	43.12
5/13/2015	01	4352	ANN AKEY	965768	100.00
5/13/2015	01	4352	MIGUEL RODRIGUEZ	965792	142.99
5/15/2015	01	4352	PACIFIC DINING	966314	869.78
5/15/2015	01	4352	TONI DI CICCIO	966323	102.85
5/15/2015	01	4352	LAURA PERDIKOMATIS	966335	266.90
5/15/2015	01	4352	SAFEWAY	966337	342.32
5/15/2015	01	4352	KRISTIN STOUT	966340	104.35
5/19/2015	01	4352	JILL BAUMGARTEL	967063	58.93
5/19/2015	01	4352	DIANE BURBANK	967065	137.80
5/19/2015	01	4352	SHELLEY COLEMAN	967066	325.84
5/19/2015	01	4352	CONNIE DOMINGUEZ	967068	209.77
5/20/2015	01	4352	SAFEWAY	967433	107.51
5/20/2015	01	4352	JILL BAUMGARTEL	967449	98.71
5/20/2015	01	4352	MENLO ATHERTON STUDENT BODY	967472	158.00
5/20/2015	01	4352	MOUNTAIN MIKE'S PIZZA	967473	312.07
5/20/2015	01	4352	BRENDA SOTO	967481	74.43
5/21/2015	01	4352	SEQUOIA UHSD REVOLVING FUND	967946	74.17
5/21/2015	01	4352	SAFEWAY	967948	462.15
5/21/2015	01	4352	FAITH WEINSTOCK VELSCHOW	967955	136.15
5/26/2015	01	4352	ADELE ALVAREZ	969478	103.69
5/26/2015	01	4352	BONNIE HANSEN	969487	49.63
5/26/2015	01	4352	ERIN KILTY	969489	435.78
5/27/2015	01	4352	MICHAEL MOSES	969887	438.78
5/27/2015	01	4352	LAURA PERDIKOMATIS	969889	112.77
5/27/2015	01	4352	CARMINA CHAVEZ	969902	383.85
5/29/2015	01	4352	SEQUOIA UHSD REVOLVING FUND	970598	334.46
5/29/2015	01	4352	GUADALUPE NAVARRETE	970613	75.00
5/29/2015	01	4352	EVELYN VALENCIA	970623	371.96
5/29/2015	01	4352	SUSIE BASS	970638	80.68
5/29/2015	01	4352	CAMERON DODGE	970647	50.87
5/29/2015	01	4352	RENE FRANCO	970650	1,706.25
5/29/2015	01	4352	TAJA HENDERSON	970652	34.85
5/29/2015	01	4352	MIKE KULIGA	970656	87.47
5/29/2015	01	4352	SAFEWAY	970669	1,278.58
5/29/2015	01	4352	MARIN ALDRICH	970675	259.52
5/29/2015	01	4352	JILL BAUMGARTEL	970678	125.09
			FOOD;MEETINGS-4352 TOTAL		13,981.55
5/1/2015	01	4353	JONES CAMPBELL	962640	1,155.40

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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/1/2015	01	4353	SOUND AND SIGNAL	962680	1,491.25
5/5/2015	01	4353	SIGNWORKS	963328	778.31
5/8/2015	01	4353	CAL-STEAM INC	964320	4,122.19
5/8/2015	01	4353	ROBERTS & BRUNE	964363	658.51
5/8/2015	01	4353	TOOLAND	964369	128.56
5/13/2015	01	4353	O. K. LUMBER COMPANY	965764	898.08
5/13/2015	01	4353	SHERWIN WILLIAMS	965766	2,341.73
5/13/2015	01	4353	GENERAL HARDWARE & BUILDERS SU	965773	82.26
5/13/2015	01	4353	GOLDEN BAY GLASS INC.	965774	299.15
5/13/2015	01	4353	GRANITE ROCK	965775	91.56
5/13/2015	01	4353	GRAY'S PAINT AND WALLPAPER	965776	206.25
5/13/2015	01	4353	HASSETT HARDWARE	965777	317.04
5/13/2015	01	4353	HEATING SUPPLY COMPANY	965778	45.76
5/13/2015	01	4353	HORIZON	965781	325.96
5/13/2015	01	4353	INTEGRATED ACCESS SECURITY	965782	137.22
5/13/2015	01	4353	INTERSTATE TRAFFIC CONTROL PRO	965783	471.26
5/13/2015	01	4353	LYNGSO GARDEN MATERIALS	965786	248.45
5/13/2015	01	4353	1000BULBS.COM	965789	107.63
5/13/2015	01	4353	SFO REPRESENTATIVES	965794	207.10
5/13/2015	01	4353	DUKE TADDY	965795	87.20
5/15/2015	01	4353	DERRICK CLARK	966321	100.00
5/15/2015	01	4353	CREST/GOOD MANUFACTURING CO IN	966322	616.28
5/21/2015	01	4353	UNITED REFRIGERATION INC	967954	1,118.61
5/26/2015	01	4353	CINTAS FIRST AID & SAFETY	969482	65.22
5/26/2015	01	4353	GARDENLAND POWER EQUIPMENT	969486	552.90
5/29/2015	01	4353	KELLY-MOORE PAINT COMPANY IN	970595	2,603.29
5/29/2015	01	4353	TURF & INDUSTRIAL EQUIPMENT	970619	576.41
			BLDG/GRNDS SUPPLIES-4353 TOTAL		19,833.58
5/26/2015	01	4361	ASBURY ENVIRONMENTAL SERVICES	969479	355.18
5/29/2015	01	4361	VALLEY OIL COMPANY	970635	18,347.66
			FUEL/LUBRICANT-4361 TOTAL		18,702.84
5/29/2015	01	4362	REDWOOD GENERAL TIRE	970614	730.62
			TIRES/TUBES-4362 TOTAL		730.62
5/1/2015	01	4363	O'REILLY AUTOMOTIVE STORES INC	962643	1,137.24
5/13/2015	01	4363	NORCAL KENWORTH	965763	3,055.95
5/15/2015	01	4363	TRACTION	966316	2,826.73
5/21/2015	01	4363	CAR WASH UNLIMITED CORP	967942	1,122.25
5/21/2015	01	4363	TOWNE FORD SALES	967952	1,010.31
5/26/2015	01	4363	AUTOZONE WEST INC	969466	77.36
5/27/2015	01	4363	BUS WEST LLC	969901	5,951.47
5/27/2015	01	4363	NAPA AUTO PARTS BELMONT	969906	465.88
5/29/2015	01	4363	O'REILLY AUTOMOTIVE STORES INC	970632	2,787.72
5/29/2015	01	4363	HOME DEPOT CREDIT SERVICES	970654	21.70
			SHOP SUPPLIES/REPAIRS-4363 TOTAL		18,456.61
5/1/2015	01	4400	JONES CAMPBELL	962640	708.50
5/1/2015	01	4400	MUSSON THEATRICAL T.V. & FILM	962668	1,196.25
5/5/2015	01	4400	COMP VIEW INC	963257	3,828.61
5/5/2015	01	4400	B & H VIDEO	963263	2,397.99
5/5/2015	01	4400	QUICK CRETE PRODUCTS CORP.	963323	1,113.98
5/6/2015	01	4400	FLINN SCIENTIFIC INC	963671	674.59
5/8/2015	01	4400	GOVCONNECTION INC.	964338	0.00
5/13/2015	01	4400	ACT COMPUTER SERVICES	965424	6,085.47
5/20/2015	01	4400	APPLE COMPUTER	967444	1,309.91

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/20/2015	01	4400	CENTRAL BUSINESS EQUIPMENT	967457	3,538.03
5/20/2015	01	4400	MUSSON THEATRICAL T.V. & FILM	967474	1,473.81
5/21/2015	01	4400	GOVCONNECTION INC.	967944	1,720.07
5/21/2015	01	4400	SCHOOL OUTFITTERS	967949	7,773.26
5/26/2015	01	4400	TOOLAND	969463	3,888.28
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		35,708.75
5/5/2015	01	5113	PENINSULA FAMILY SERVICES	963297	1,930.00
			SUBAGREEMENT SVCS, AFTER \$25,000-5113 TOTAL		1,930.00
5/1/2015	01	5204	JANA PERKINS	962653	122.48
5/5/2015	01	5204	JANA PERKINS	963321	89.13
5/5/2015	01	5204	DAWN PRATT	963322	123.34
5/6/2015	01	5204	EDITH BENNETT	963661	527.86
5/6/2015	01	5204	TINA DRESS	963666	90.85
5/6/2015	01	5204	MARIE FAVRO	963669	83.78
5/6/2015	01	5204	SEQUOIA UHSD REVOLVING FUND	963681	77.09
5/8/2015	01	5204	BRANDON LEE	964341	253.98
5/8/2015	01	5204	CHRISTINA VEATCH	964370	482.94
5/8/2015	01	5204	RICHARD WEIGELT	964372	83.75
5/13/2015	01	5204	JUDI AHONEN	965767	78.09
5/20/2015	01	5204	JANET OSINSKI	967431	468.05
5/20/2015	01	5204	NATASHA RIVERA	967477	78.67
5/21/2015	01	5204	SEQUOIA UHSD REVOLVING FUND	967946	117.99
5/29/2015	01	5204	SEQUOIA UHSD REVOLVING FUND	970598	180.77
5/29/2015	01	5204	DORIS FAU	970684	168.37
			MILEAGE-5204 TOTAL		3,027.14
5/1/2015	01	5205	NATIONWIDE COLLEGE TOURS	962652	10,125.00
5/1/2015	01	5205	ALLISON STAFFORD	962660	122.51
5/1/2015	01	5205	FRANCISCO NEGRI	962677	97.16
5/1/2015	01	5205	DAVID GARCIA ORTIZ	962678	61.18
5/1/2015	01	5205	CLARE SZYDLOWSKI	962681	161.47
5/5/2015	01	5205	SHELLEY BUSTAMANTE	963252	1,673.60
5/5/2015	01	5205	COUNTY SCHOOL SERVICE FUND	963259	500.00
5/5/2015	01	5205	STEVE ABBOTT	963261	1,593.28
5/5/2015	01	5205	KIMBERLY MARTIN	963294	1,071.88
5/5/2015	01	5205	SHARI SCHUSSEL	963325	60.00
5/6/2015	01	5205	TINA DRESS	963666	677.58
5/6/2015	01	5205	DON MILHAUPT	963675	69.23
5/6/2015	01	5205	GAIL OYTAS	963677	75.00
5/8/2015	01	5205	BRANDON LEE	964341	1,303.74
5/13/2015	01	5205	ERIN KILTY	965434	133.60
5/13/2015	01	5205	TAKESHI KANEKO	965784	200.00
5/20/2015	01	5205	SHARI SCHUSSEL	967435	63.25
5/20/2015	01	5205	TIFFANY BURKLE	967451	212.83
5/20/2015	01	5205	SHELLEY COLEMAN	967459	235.00
5/20/2015	01	5205	KEVIN COULOMBE	967460	304.47
5/20/2015	01	5205	JENNIFER BUCHANAN	967464	346.05
5/20/2015	01	5205	DAVID GARCIA ORTIZ	967475	55.20
5/21/2015	01	5205	SEQUOIA UHSD REVOLVING FUND	967946	60.00
5/26/2015	01	5205	COUNTY SCHOOL SERVICE FUND	969483	500.00
5/27/2015	01	5205	SAN JOAQUIN COUNTY	969892	1,245.00
5/29/2015	01	5205	SHELLEY COLEMAN	970587	192.70
5/29/2015	01	5205	SEQUOIA UHSD REVOLVING FUND	970598	38.86

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/29/2015	01	5205	ROBERTA SUE SCOTT	970617	350.00
			CONFERENCES-5205 TOTAL		21,528.59
5/20/2015	01	5300	CALIFORNIA SCHOOL BOARDS ASSOC	967452	11,882.00
			DUES AND MEMBERSHIPS-5300 TOTAL		11,882.00
5/1/2015	01	5501	PG & E	962654	9.09
5/5/2015	01	5501	PG & E	963281	7,273.59
5/6/2015	01	5501	PG & E	963678	12,631.53
5/13/2015	01	5501	PG & E	965791	3,017.38
5/20/2015	01	5501	PG & E	967476	5,417.86
5/29/2015	01	5501	PG & E	970668	8.23
			GAS-5501 TOTAL		28,357.68
5/1/2015	01	5502	PG & E	962654	25,795.10
5/5/2015	01	5502	PG & E	963281	21,436.28
5/6/2015	01	5502	PG & E	963678	32,650.26
5/20/2015	01	5502	PG & E	967476	5,185.36
5/27/2015	01	5502	PG & E	969890	31,675.20
5/29/2015	01	5502	PG & E	970668	527.63
			ELECTRICITY-5502 TOTAL		117,269.83
5/13/2015	01	5503	CALIFORNIA WATER SERVICE CO.	965769	5,676.28
5/13/2015	01	5503	CITY OF REDWOOD CITY	965770	18,878.87
5/13/2015	01	5503	MID-PENINSULA WATER DISTRICT	965790	4,930.21
5/20/2015	01	5503	CALIFORNIA WATER SERVICE CO.	967453	8,378.23
5/29/2015	01	5503	AMERICAN WATER SERVICES INC	970676	679.77
			WATER-5503 TOTAL		38,543.36
5/6/2015	01	5506	RECOLOGY SILICON VALLEY	963680	203.09
5/8/2015	01	5506	RECOLOGY SAN BRUNO	964362	11,743.26
5/13/2015	01	5506	RECOLOGY SAN BRUNO	965417	1,320.00
			GARBAGE-5506 TOTAL		13,266.35
5/1/2015	01	5603	NATIONAL CONSTRUCTION RENTALS	962676	547.56
5/8/2015	01	5603	JW ENTERPRISES	964335	121.22
5/26/2015	01	5603	HAULAWAY STORAGE CONTAINERS	969468	414.96
5/26/2015	01	5603	HAULAWAY STORAGE CONTAINERS	969469	268.40
5/26/2015	01	5603	JW ENTERPRISES	969488	121.22
5/29/2015	01	5603	ARAMARK UNIFORM SERVICES	970636	130.98
			EQUIPMENT RENTAL-5603 TOTAL		1,604.34
5/13/2015	01	5605	RIDDELL ALL AMERICAN	965765	8,485.22
			REPR/RECND EQUIP/BOOKS-5605 TOTAL		8,485.22
5/6/2015	01	5607	A I M SHEET METAL INC	963658	166.62
5/20/2015	01	5607	ACS CONTROLS CORPORATION	967446	2,910.00
5/29/2015	01	5607	KC PAVING INC	970655	1,332.00
			BLDG/GRNDS OUTSIDE SRVC-5607 TOTAL		4,408.62
5/13/2015	01	5640	RAYMOND HANDLING CONCEPTS CORP	965410	240.00
5/13/2015	01	5640	PACIFIC OFFICE AUTOMATION	965415	8,616.47
5/15/2015	01	5640	RAYMOND HANDLING CONCEPTS CORP	966336	80.00
5/21/2015	01	5640	STANDARD BUSINESS MACHINES	967951	211.46
5/27/2015	01	5640	RAYMOND HANDLING CONCEPTS CORP	969891	251.34
			REPAIR MAINT CONTRACTS-5640 TOTAL		9,399.27
5/1/2015	01	5641	THOR AUDIO SOLUTIONS	962661	500.00
5/1/2015	01	5641	WESTERN INDUSTRIAL MACHINE REP	962665	557.36
5/1/2015	01	5641	MUSSON THEATRICAL T.V. & FILM	962668	112.50
5/5/2015	01	5641	TOWNE FORD SALES	963273	3,681.21
5/5/2015	01	5641	MARTIN SHEPHARD	963298	600.00
5/5/2015	01	5641	METROMOBILE COMMUNICATIONS	963318	1,254.00

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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/8/2015	01	5641	ALL FENCE COMPANY	964318	615.00
5/15/2015	01	5641	JANE WOODMAN	966342	999.24
5/15/2015	01	5641	CALIFORNIA SECURITY ALARMS	966347	523.50
5/20/2015	01	5641	KELLY'S TRUCK REPAIR	967465	3,648.01
5/21/2015	01	5641	CAR WASH UNLIMITED CORP	967942	462.84
5/21/2015	01	5641	TOWNE FORD SALES	967952	1,929.49
5/21/2015	01	5641	TRIPLE ACE GLASS INC	967953	1,095.15
5/26/2015	01	5641	TOWNE FORD SALES	969464	5,617.49
5/27/2015	01	5641	MUFFLER EXPRESS	969904	220.00
5/29/2015	01	5641	MUNICIPAL MAINTENANCE EQUIPMEN	970597	1,333.41
5/29/2015	01	5641	REDWOOD GENERAL TIRE	970614	89.95
5/29/2015	01	5641	TURF & INDUSTRIAL EQUIPMENT	970619	946.62
5/29/2015	01	5641	PORTA'S AUTO BODY SHOP INC	970633	550.00
			EQUIP REPAIR OUTSIDE SRVC-5641 TOTAL		24,735.77
5/1/2015	01	5804	PREFERRED ALLIANCE	962679	376.75
5/13/2015	01	5804	DEPARTMENT OF JUSTICE	965772	793.00
5/20/2015	01	5804	PREFERRED ALLIANCE	967432	471.00
5/29/2015	01	5804	US HEALTHWORKS MEDICAL GROUP	970621	276.00
			MEDICAL EXAMS/X-RAYS-5804 TOTAL		1,916.75
5/5/2015	01	5807	SHAMO EDUCATIONAL CONSULTING	963290	2,000.00
5/15/2015	01	5807	MICHAEL ISAACS	966303	1,756.00
5/19/2015	01	5807	ADOLESCENT COUNSELING SERVICE	967053	50,000.00
5/26/2015	01	5807	COUNTY SCHOOL SERVICE FUND	969483	5,451.48
5/29/2015	01	5807	REGENTS OF THE UNIV OF CAL	970615	15,496.00
5/29/2015	01	5807	VIENA VAKA	970622	455.00
5/29/2015	01	5807	HEALTH CONNECTED	970666	17,000.00
			CONSULTANTS FOR FIRST \$25,000-5807 TOTAL		92,158.48
5/1/2015	01	5811	G & K SERVICES INC	962639	1,403.12
5/26/2015	01	5811	G & K SERVICES INC	969467	233.48
			LAUNDRY CONTRACTS-5811 TOTAL		1,636.60
5/15/2015	01	5812	CALIFORNIA SECURITY ALARMS	966347	6,879.74
			SECURITY SERVICES-5812 TOTAL		6,879.74
5/1/2015	01	5813	CITY OF BELMONT	962637	32,383.00
5/1/2015	01	5813	LUND-PEARSON-MCLAUGHLIN	962641	665.00
5/1/2015	01	5813	THERESA MAY RHOADES	962657	350.00
5/5/2015	01	5813	ACE TUTORING SERVICES	963248	300.00
5/5/2015	01	5813	MICHAEL COBB	963255	151.20
5/5/2015	01	5813	COMCAST	963256	708.70
5/5/2015	01	5813	CORWIN PRESS INC	963258	3,550.00
5/5/2015	01	5813	A+ EDUCATIONAL CENTERS	963262	1,680.00
5/5/2015	01	5813	PROFESSIONAL TUTORS OF AMERICA	963270	3,757.00
5/5/2015	01	5813	SAN JOSE STATE UNIVERSITY	963271	5,000.00
5/5/2015	01	5813	NATURAL BROADCAST SYSTEMS INC.	963279	99.00
5/5/2015	01	5813	THERESA MAY RHOADES	963282	580.00
5/5/2015	01	5813	PENINSULA FAMILY SERVICES	963297	18,546.20
5/5/2015	01	5813	SERVICE PRESS INC	963326	50.69
5/5/2015	01	5813	SIGNATURE WIRELESS GROUP	963327	77.48
5/5/2015	01	5813	UNITED PARCEL SERVICES	963331	108.54
5/6/2015	01	5813	FEDEX	963670	95.63
5/6/2015	01	5813	GROWING SCHOLARS EDUCATIONAL	963673	2,326.80
5/6/2015	01	5813	SEQUOIA UHSD REVOLVING FUND	963681	53.00
5/6/2015	01	5813	PUBLIC EMPLOYEES' RETIREMENT S	963859	4,663.44
5/8/2015	01	5813	THE LEARNING CURVE	964336	2,885.75

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/8/2015	01	5813	INFINITE CAMPUS INC.	964339	78,056.00
5/8/2015	01	5813	LINDA ODUM	964359	402.50
5/8/2015	01	5813	PIP PRINTING #233	964361	410.91
5/8/2015	01	5813	TECHNO COMMANDO	964368	850.00
5/8/2015	01	5813	FAITH WEINSTOCK VELSCHOW	964371	3,000.00
5/8/2015	01	5813	ROSARIO V ZEPEDA	964374	3,500.00
5/13/2015	01	5813	ACT COMPUTER SERVICES	965424	10,350.00
5/13/2015	01	5813	RUDOLF OLIVER BOCK	965427	1,498.00
5/13/2015	01	5813	DAMARIS M. DIVITO	965429	1,875.00
5/13/2015	01	5813	HIDDEN VILLA	965432	38.00
5/13/2015	01	5813	NANCY L. HILL	965433	960.00
5/15/2015	01	5813	A+ EDUCATIONAL CENTERS	966302	800.00
5/15/2015	01	5813	SIOFIFA LATANO LAUESE	966304	660.00
5/15/2015	01	5813	A+ EDUCATIONAL CENTERS	966318	1,760.00
5/15/2015	01	5813	EMMA MACKEY	966331	90.00
5/19/2015	01	5813	GROWING SCHOLARS EDUCATIONAL	967055	1,752.10
5/19/2015	01	5813	REDWOOD CITY PUBLIC LIBRARY	967058	3,500.00
5/19/2015	01	5813	VICTOR GUILLERMO GONZALEZ	967073	300.00
5/20/2015	01	5813	SCHOOLVISION SOFTWARE	967434	3,750.00
5/20/2015	01	5813	GREG STEIN	967437	99.80
5/26/2015	01	5813	DAVID PEREIRA	969492	306.50
5/27/2015	01	5813	SERVICE PRESS INC	969907	790.23
5/29/2015	01	5813	DEPT OF INDUSTRIAL RELATIONS	970594	675.00
5/29/2015	01	5813	SEQUOIA UHSD REVOLVING FUND	970598	47.09
5/29/2015	01	5813	SSO EASY	970599	3,900.00
5/29/2015	01	5813	EMMA MACKEY	970612	90.00
5/29/2015	01	5813	STARVISTA	970634	11,000.00
5/29/2015	01	5813	BAY AREA AIR QUALITY MGMT DIST	970639	264.00
5/29/2015	01	5813	COMCAST	970644	354.35
5/29/2015	01	5813	DEPT OF INDUSTRIAL RELATIONS	970646	225.00
5/29/2015	01	5813	ELEVATED ACHIEVEMENT GROUP INC	970664	5,000.00
OTHER CONTRACTS/SERVICES-5813 TOTAL					214,335.91
5/1/2015	01	5834	EL CAMINO CHARTER LINES INC.	962638	1,208.57
5/6/2015	01	5834	SAMTRANS	963654	8,834.00
5/26/2015	01	5834	ROYAL COACH TOURS	969462	30,360.29
5/26/2015	01	5834	LUX BUS AMERICA CO	969474	4,975.00
5/27/2015	01	5834	MV TRANSPORTATION	969905	700.00
5/29/2015	01	5834	SAMTRANS	970670	8,298.00
CONTRACT TRANSPORTATION-5834 TOTAL					54,375.86
5/5/2015	01	5840	DANNIS WOLIVER KELLEY	963300	33,073.50
5/19/2015	01	5840	LOZANO SMITH LLP	967056	18,011.50
5/29/2015	01	5840	DANNIS WOLIVER KELLEY	970588	271.90
5/29/2015	01	5840	LOZANO SMITH LLP	970657	18,735.39
LEGAL EXPENSE-5840 TOTAL					70,092.29
5/5/2015	01	5841	ZATOPA & STEPHENS	963334	15,000.00
5/13/2015	01	5841	ERIC LEOPOLD	965402	34,500.00
5/15/2015	01	5841	NORA RYAN	966315	16,210.00
5/20/2015	01	5841	LOIS PASTER	967443	837.60
5/29/2015	01	5841	MARGARET BENEDETTI	970585	18,000.00
5/29/2015	01	5841	PAMELA ARELLANO	970660	6,540.00
TUITION-EDUCATIONAL COSTS-5841 TOTAL					91,087.60

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/21/2015	01	5842	CHAVAN & ASSOCIATES LLP	967943	1,800.00
5/29/2015	01	5842	CHAVAN & ASSOCIATES LLP	970643	8,100.00
			AUDIT EXPENSE-5842 TOTAL		9,900.00
5/1/2015	01	5845	ACHIEVE	962635	21,304.00
5/1/2015	01	5845	MORGAN CENTER	962642	21,031.50
5/1/2015	01	5845	VILLAGE GLEN SCHOOL	962646	6,178.70
5/27/2015	01	5845	PACE	969888	7,018.50
5/27/2015	01	5845	MORGAN CENTER	969896	59,994.00
5/27/2015	01	5845	OAK HILL SCHOOL	969897	3,539.50
5/27/2015	01	5845	PALO ALTO PREP	969898	37,410.00
5/27/2015	01	5845	PROJECT SIX	969899	17,428.00
5/29/2015	01	5845	COMMUNITY GATEPATH	970645	488.00
5/29/2015	01	5845	EDGEWOOD CENTER	970648	6,825.00
5/29/2015	01	5845	ACHIEVE	970658	53,101.00
5/29/2015	01	5845	THE AVALON ACADEMY	970661	8,719.00
5/29/2015	01	5845	BEACON SCHOOL	970662	7,904.00
			NON-PUBLIC SCH'L TUITION-5845 TOTAL		250,941.20
5/8/2015	01	5901	SPRINT	964326	2,306.32
5/15/2015	01	5901	AT&T	966319	268.57
5/15/2015	01	5901	AT&T	966320	2,836.55
5/15/2015	01	5901	A T & T	966345	19.60
5/15/2015	01	5901	AT&T	966346	10,701.01
5/21/2015	01	5901	AT&T	967941	8,914.12
5/29/2015	01	5901	AT&T	970584	3,759.35
			PHONES-5901 TOTAL		28,805.52
5/5/2015	01	5902	COMCAST	963256	-389.14
5/8/2015	01	5902	SPRINT	964326	-761.10
5/21/2015	01	5902	AT&T	967941	-3,650.13
5/29/2015	01	5902	AT&T	970584	-3,090.74
5/29/2015	01	5902	COMCAST	970644	-194.57
			REBATE-5902 TOTAL		-8,085.68
5/5/2015	01	5912	US POSTMASTER	963299	20,000.00
5/6/2015	01	5912	FEDEX	963670	185.87
5/6/2015	01	5912	SEQUOIA UHSD REVOLVING FUND	963681	38.30
5/19/2015	01	5912	FEDEX	967071	74.00
5/29/2015	01	5912	FEDEX	970665	638.60
			POSTAGE-5912 TOTAL		20,936.77
5/1/2015	01	6410	RACEWAY FORD	962644	39,562.64
			NEW EQUIPMENT-6410 TOTAL		39,562.64
5/1/2015	01	6510	RACEWAY FORD	962644	35,540.54
5/29/2015	01	6510	CREATIVE BUS SALES INC.	970663	145,566.86
			EQUIPMENT REPLACEMENT-6510 TOTAL		181,107.40
5/5/2015	01	8096	EVEREST PUBLIC HIGH SCHOOL	963269	256,446.95
5/5/2015	01	8096	SUMMIT PREPARATORY CHARTER HS	963272	238,367.15
			IN LIEU PROPERTY TAX-8096 TOTAL		494,814.10
5/6/2015	01	8650	SURESH RAJAN	963679	640.00
5/8/2015	01	8650	KAVITHA RAMESH	964323	655.00
5/13/2015	01	8650	PALO ALTO MT VIEW CHAPTER	965408	515.00
5/26/2015	01	8650	LAS LOMITAS SPORTS & AFTER	969491	3,725.00
			LEASES AND RENTALS-8650 TOTAL		5,535.00
5/1/2015	01	8699	MARILYN VANDENBROECK	962645	2,525.08
5/6/2015	01	8699	RICHARD ANDERSON	963659	95.00
5/6/2015	01	8699	SEQUOIA UHSD REVOLVING FUND	963681	-80.00

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/8/2015	01	8699	CAMILLE LEVI	964327	190.00
5/15/2015	01	8699	MAURICIO MAIA	966308	160.00
5/26/2015	01	8699	BEN LIPPS	969481	77.00
5/26/2015	01	8699	CYNTHIA KIKUGAWA	969485	77.00
5/26/2015	01	8699	SHOKO ISHIZAKA	969493	80.00
5/29/2015	01	8699	VALERIE HERMAN	970589	77.00
5/29/2015	01	8699	SEQUOIA UHSD REVOLVING FUND	970598	705.00
			ALL OTHER LOCAL REVENUE-8699 TOTAL		3,906.08
5/5/2015	01	8781	EVEREST PUBLIC HIGH SCHOOL	963269	-12,029.30
5/5/2015	01	8781	SUMMIT PREPARATORY CHARTER HS	963272	-10,621.00
			ALL OTH TRNSFR FRM DISTRICT-8781 TOTAL		-22,650.30
5/6/2015	01	9320	UNISOURCE MAINTENANCE SUPPLY	963682	885.08
5/8/2015	01	9320	INTERSTATE ALL BATTERY CENTER	964340	739.28
5/13/2015	01	9320	TADCO SUPPLY INC	965413	2,888.50
5/15/2015	01	9320	UNISOURCE MAINTENANCE SUPPLY	966317	1,904.78
5/20/2015	01	9320	E-POLY STAR INC.	967462	4,639.81
5/26/2015	01	9320	HILLYARD	969473	7,603.83
			STORES-9320 TOTAL		18,661.28
5/6/2015	01	9564	PUBLIC EMPLOYEES' RETIREMENT S	963859	1,162,699.97
			EMPLOYER H&W SUSP ACCT-9564 TOTAL		1,162,699.97
5/1/2015	01	9565	EMPLOYMENT DEVELOPMENT DEPT	962689	9,879.54
			EMPOYER U.I. SUSP ACCT-9565 TOTAL		9,879.54
5/5/2015	01	9571	CALIF. SCHOOLS DNTL COALITION	963267	68,433.91
5/13/2015	01	9571	ACSIG DENTAL	965403	8,107.65
5/19/2015	01	9571	CALIF. SCHOOLS DNTL COALITION	967057	68,179.47
			EMPLOYER DENTAL SUSP ACCT-9571 TOTAL		144,721.03
5/5/2015	01	9572	CALIFORNIA SCHOOLS VISION	963268	10,103.72
5/29/2015	01	9572	CALIFORNIA SCHOOLS VISION	970631	10,145.02
			EMPLOYER VISION SUSP ACCT-9572 TOTAL		20,248.74
5/5/2015	01	9573	KEENAN & ASSOCIATES	963302	1,599.59
			EMPLOYER LIFE INS SUSP ACCT-9573 TOTAL		1,599.59
5/5/2015	01	9574	HEALTH AND HUMAN RESOURCE	963317	871.22
			HORIZON HEALTH SUSPENSE ACCT-'9574 TOTAL		871.22
5/5/2015	01	9575	THE HARTFORD-PRIORITY ACCTS.	963301	2,575.35
			HARTFORD SUSPENSE ACCT-9575 TOTAL		2,575.35
5/13/2015	01	9589	JANET MC DIARMID	965802	6,110.82
			CANCELLED PAYROLL DEDUCTIONS-9589 TOTAL		6,110.82
<u>09 CHARTER SCHOOLS SP REV FUN</u>					
5/6/2015	09	4310	SEQUOIA UHSD REVOLVING FUND	963685	50.00
5/15/2015	09	4310	SEHI COMPUTER PRODUCTS INC	966312	171.16
5/20/2015	09	4310	ANDREW ROBINSON	967440	42.99
5/27/2015	09	4310	ANDREW ROBINSON	969894	57.65
5/27/2015	09	4310	SEQUOIA UHSD REVOLVING FUND	969908	46.37
			INSTRUCTIONAL SUPPLIES-4310 TOTAL		368.17
5/6/2015	09	4351	SOFIA HIBBS	963674	41.82
5/13/2015	09	4351	SAFEWAY	965796	17.72
5/19/2015	09	4351	SOFIA HIBBS	967078	344.86
5/20/2015	09	4351	MFASCO HEALTH AND SAFETY	967438	137.81
5/20/2015	09	4351	SEHI COMPUTER PRODUCTS INC	967442	58.17
5/20/2015	09	4351	SEQUOIA UHSD REVOLVING FUND	967485	62.42
5/26/2015	09	4351	SOFIA HIBBS	969495	268.40
5/29/2015	09	4351	LAURA NUNEZ	970590	66.84
			SUPPLIES REGULAR-4351 TOTAL		998.04

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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/6/2015	09	4352	ALHAMBRA	963667	115.22
5/6/2015	09	4352	SAFEWAY	963683	85.03
5/6/2015	09	4352	ESMERALDA SANCHEZ	963684	7.99
5/13/2015	09	4352	SAFEWAY	965796	24.99
5/15/2015	09	4352	THREE BROTHERS TACOS INC	966313	750.00
5/20/2015	09	4352	ANDREW ROBINSON	967440	45.22
5/20/2015	09	4352	SAFEWAY	967441	62.96
5/20/2015	09	4352	SEQUOIA UHSD REVOLVING FUND	967485	14.95
5/27/2015	09	4352	ANDREW ROBINSON	969894	54.41
5/27/2015	09	4352	JEANETTE LOK	969903	33.35
5/27/2015	09	4352	SEQUOIA UHSD REVOLVING FUND	969908	46.97
5/29/2015	09	4352	LAURA NUNEZ	970590	166.51
			FOOD;MEETINGS-4352 TOTAL		1,407.60
5/8/2015	09	4400	APPLE COMPUTER	964321	2,089.22
5/8/2015	09	4400	JONES CAMPBELL	964342	1,045.87
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		3,135.09
5/6/2015	09	5204	ESMERALDA SANCHEZ	963684	72.45
			MILEAGE-5204 TOTAL		72.45
5/20/2015	09	5205	LAURA NUNEZ	967439	473.83
5/27/2015	09	5205	JEANETTE LOK	969903	690.29
			CONFERENCES-5205 TOTAL		1,164.12
5/1/2015	09	5501	PG & E	962666	263.34
5/29/2015	09	5501	PG & E	970626	196.10
			GAS-5501 TOTAL		459.44
5/20/2015	09	5502	PG & E	967484	45,747.67
5/29/2015	09	5502	PG & E	970626	5,309.98
			ELECTRICITY-5502 TOTAL		51,057.65
5/29/2015	09	5503	AMERICAN WATER SERVICES INC	970688	844.14
			WATER-5503 TOTAL		844.14
5/8/2015	09	5506	RECOLOGY SAN BRUNO	964376	954.78
			GARBAGE-5506 TOTAL		954.78
5/5/2015	09	5602	RABBIT OFFICE AUTOMATION	963307	836.31
			ELECTRICITY-5602 TOTAL		836.31
5/6/2015	09	5603	DE LAGE FINANCIAL SERVICES	963668	465.01
			EQUIPMENT RENTAL-5603 TOTAL		465.01
5/6/2015	09	5807	OLAREMI SOBOMEHIN	963657	9,499.00
			CONSULTANTS FOR FIRST \$25,000-5807 TOTAL		9,499.00
5/15/2015	09	5812	CALIFORNIA SECURITY ALARMS	966349	155.00
			SECURITY SERVICES-5812 TOTAL		155.00
5/1/2015	09	5813	SAN MATEO COUNTY ENVIRONMENTAL	962685	457.50
5/6/2015	09	5813	PUBLIC EMPLOYEES' RETIREMENT S	963688	39.87
5/8/2015	09	5813	FOX TREATS & TICKETS INC	964337	4,000.00
5/15/2015	09	5813	RONALDO ESTEVAM DE SA	966305	3,750.00
5/26/2015	09	5813	RONALDO ESTEVAM DE SA	969494	1,650.00
			OTHER CONTRACTS/SERVICES-5813 TOTAL		9,897.37
5/19/2015	09	5834	SOFIA HIBBS	967078	150.00
			CONTRACT TRANSPORTATION-5834 TOTAL		150.00
5/15/2015	09	5901	AT&T	966326	22,374.93
5/20/2015	09	5901	AT&T	967466	314.40
			PHONES-5901 TOTAL		22,689.33
5/15/2015	09	5913	COMCAST CABLE	966327	124.07
			OTHER COMMUNICATIONS-5913 TOTAL		124.07

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/6/2015	09	9564	PUBLIC EMPLOYEES' RETIREMENT S	963688	11,726.69
			EMPLOYER H&W SUSP ACCT-9564 TOTAL		11,726.69
5/5/2015	09	9571	CALIF. SCHOOLS DNTL COALITION	963274	2,661.93
5/19/2015	09	9571	CALIF. SCHOOLS DNTL COALITION	967059	3,009.24
			EMPLOYER DENTAL SUSP ACCT-9571 TOTAL		5,671.17
5/1/2015	09	9572	CALIFORNIA SCHOOLS VISION	962684	292.63
5/29/2015	09	9572	CALIFORNIA SCHOOLS VISION	970625	308.03
			EMPLOYER VISION SUSP ACCT-9572 TOTAL		600.66
5/5/2015	09	9573	KEENAN & ASSOCIATES	963306	7.50
			EMPLOYER LIFE INS SUSP ACCT-9573 TOTAL		7.50
5/5/2015	09	9574	HEALTH AND HUMAN RESOURCE	963305	30.38
			HORIZON HEALTH SUSPENSE ACCT-'9574 TOTAL		30.38
5/5/2015	09	9575	THE HARTFORD-PRIORITY ACCTS.	963304	79.65
			HARTFORD SUSPENSE ACCT-9575 TOTAL		79.65
<u>11 ADULT EDUCATION</u>					
5/21/2015	11	4310	NEW READERS PRESS	967947	543.00
			INSTRUCTIONAL SUPPLIES-4310 TOTAL		543.00
5/20/2015	11	4351	CENTRAL BUSINESS EQUIPMENT	967468	272.39
5/27/2015	11	4351	SEQUOIA UHSD REVOLVING FUND	969909	32.63
			SUPPLIES REGULAR-4351 TOTAL		305.02
5/8/2015	11	4352	REDWOOD CATERING INC	964378	463.25
5/26/2015	11	4352	BRIANNA CHAVEZ	969496	161.92
			FOOD;MEETINGS-4352 TOTAL		625.17
5/8/2015	11	4400	HEWLETT PACKARD	964343	21,449.09
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		21,449.09
5/1/2015	11	5501	PG & E	962667	39.65
5/6/2015	11	5501	PG & E	963686	88.11
5/29/2015	11	5501	PG & E	970673	19.82
			GAS-5501 TOTAL		147.58
5/1/2015	11	5502	PG & E	962667	61.48
5/6/2015	11	5502	PG & E	963686	1,557.67
5/29/2015	11	5502	PG & E	970673	37.46
			ELECTRICITY-5502 TOTAL		1,656.61
5/13/2015	11	5503	CALIFORNIA WATER SERVICE CO.	965787	60.68
5/29/2015	11	5503	CALIFORNIA WATER SERVICE CO.	970592	94.73
			WATER-5503 TOTAL		155.41
5/8/2015	11	5506	RECOLOGY SAN BRUNO	964377	212.18
			GARBAGE-5506 TOTAL		212.18
5/15/2015	11	5812	CALIFORNIA SECURITY ALARMS	966350	205.00
			SECURITY SERVICES-5812 TOTAL		205.00
5/6/2015	11	5813	PUBLIC EMPLOYEES' RETIREMENT S	963689	44.07
5/15/2015	11	5813	SUSAN C. HUANG	966306	4,550.00
			OTHER CONTRACTS/SERVICES-5813 TOTAL		4,594.07
5/20/2015	11	5901	AT&T	967467	1,157.80
5/29/2015	11	5901	AT&T	970591	277.11
			PHONES-5901 TOTAL		1,434.91
5/6/2015	11	9564	PUBLIC EMPLOYEES' RETIREMENT S	963689	12,961.87
			EMPLOYER H&W SUSP ACCT-9564 TOTAL		12,961.87
5/5/2015	11	9571	CALIF. SCHOOLS DNTL COALITION	963275	694.44
5/13/2015	11	9571	ACSIG DENTAL	965797	1.60
5/19/2015	11	9571	CALIF. SCHOOLS DNTL COALITION	967060	694.44
			EMPLOYER DENTAL SUSP ACCT-9571 TOTAL		1,390.48

**SEQUOIA UNION HIGH SCHOOL DISTRICT
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Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/1/2015	11	9572	CALIFORNIA SCHOOLS VISION	962686	107.81
5/29/2015	11	9572	CALIFORNIA SCHOOLS VISION	970627	107.81
			EMPLOYER VISION SUSP ACCT-9572 TOTAL		215.62
5/5/2015	11	9573	KEENAN & ASSOCIATES	963310	37.50
			EMPLOYER LIFE INS SUSP ACCT-9573 TOTAL		37.50
5/5/2015	11	9574	HEALTH AND HUMAN RESOURCE	963309	6.86
			HORIZON HEALTH SUSPENSE ACCT-9574 TOTAL		6.86
5/5/2015	11	9575	THE HARTFORD-PRIORITY ACCTS.	963308	44.25
			HARTFORD SUSPENSE ACCT-9575 TOTAL		44.25
13 CAFETERIA FUND					
5/6/2015	13	4390	SEQUOIA UHSD REVOLVING FUND	963687	61.50
5/15/2015	13	4390	NORA DECARO	966328	14.30
5/26/2015	13	4390	BUCHANAN FOOD SERVICE	969471	3,861.10
5/26/2015	13	4390	THE DANIELSEN COMPANY INC.	969476	1,149.25
5/27/2015	13	4390	SYSCO FOOD SERVICES	969900	855.04
			NON-FOOD SUPPLIES-4390 TOTAL		5,941.19
5/1/2015	13	4700	NEW YORK PIZZA	962647	3,507.00
5/1/2015	13	4700	PARKVIEW PRODUCE CO. INC.	962648	8,789.95
5/15/2015	13	4700	NORA DECARO	966328	338.47
5/15/2015	13	4700	EARTH GRAINS BAKING CO.	966329	1,319.93
5/15/2015	13	4700	FOOD 4 THOUGHT LLC	966330	2,113.85
5/26/2015	13	4700	PARKVIEW PRODUCE CO. INC.	969465	5,396.00
5/26/2015	13	4700	GOLD STAR FOODS INC.	969472	4,872.69
5/26/2015	13	4700	BERKELEY FARMS	969475	6,819.47
5/26/2015	13	4700	THE DANIELSEN COMPANY INC.	969476	13,801.14
5/26/2015	13	4700	EARTH GRAINS BAKING CO.	969477	1,283.14
5/27/2015	13	4700	PACIFIC COAST BAKING CO INC	969895	2,439.02
5/27/2015	13	4700	SYSCO FOOD SERVICES	969900	4,862.75
			FOOD-4700 TOTAL		55,543.41
5/8/2015	13	5204	CAROL PATINO	964379	64.40
5/13/2015	13	5204	JOYCE QUINTANA	965800	58.65
5/20/2015	13	5204	SEQUOIA UHSD REVOLVING FUND	967486	128.80
5/27/2015	13	5204	SEQUOIA UHSD REVOLVING FUND	969910	67.28
			MILEAGE-5204 TOTAL		319.13
5/15/2015	13	5640	RAYMOND HANDLING CONCEPTS CORP	966343	80.00
			REPAIR MAINT CONTRACTS-5640 TOTAL		80.00
5/29/2015	13	5641	RAYMOND HANDLING CONCEPTS CORP	970629	754.86
			EQUIP REPAIR OUTSIDE SRVC-5641 TOTAL		754.86
5/6/2015	13	5813	PUBLIC EMPLOYEES' RETIREMENT S	963860	63.26
			OTHER CONTRACTS/SERVICES-5813 TOTAL		63.26
5/13/2015	13	8634	LINDA KELM	965799	80.25
			FOOD SERVICE SALES-8634 TOTAL		80.25
5/6/2015	13	9564	PUBLIC EMPLOYEES' RETIREMENT S	963860	18,604.93
			EMPLOYER H&W SUSP ACCT-9564 TOTAL		18,604.93
5/5/2015	13	9571	CALIF. SCHOOLS DNTL COALITION	963276	2,430.54
5/13/2015	13	9571	ACSIG DENTAL	965798	1.60
5/19/2015	13	9571	CALIF. SCHOOLS DNTL COALITION	967061	2,453.41
			EMPLOYER DENTAL SUSP ACCT-9571 TOTAL		4,885.55
5/5/2015	13	9572	CALIFORNIA SCHOOLS VISION	963277	515.74
5/29/2015	13	9572	CALIFORNIA SCHOOLS VISION	970628	459.04
			EMPLOYER VISION SUSP ACCT-9572 TOTAL		974.78
5/5/2015	13	9573	KEENAN & ASSOCIATES	963313	65.96
			EMPLOYER LIFE INS SUSP ACCT-9573 TOTAL		65.96

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/5/2015	13	9574	HEALTH AND HUMAN RESOURCE	963312	38.22
			HORIZON HEALTH SUSPENSE ACCT-'9574 TOTAL		38.22
5/5/2015	13	9575	THE HARTFORD-PRIORITY ACCTS.	963311	247.80
			HARTFORD SUSPENSE ACCT-9575 TOTAL		247.80
<u>14 DEFERRED MAINTENANCE FUND</u>					
5/29/2015	14	5810	BAY AREA NEWS GROUP - EAST BAY	970600	470.80
			ADVERTISING-5810 TOTAL		470.80
5/13/2015	14	6200	AMERICAN REPROGRAPHICS COMPANY	965418	1,534.47
5/29/2015	14	6200	ASBESTOS MANAGEMENT SERVICE	970596	9,900.00
5/29/2015	14	6200	KELCO ENVIRONMENTAL SVCS INC	970667	8,752.00
			BLDGS AND IMPROV OF BLDGS-6200 TOTAL		20,186.47
<u>21 BUILDING FUND</u>					
5/8/2015	21	4351	COMP VIEW INC	964344	3,761.02
5/8/2015	21	4351	SEHI COMPUTER PRODUCTS INC	964349	585.42
5/26/2015	21	4351	GRAYBAR ELECTRIC COMPANY INC.	969498	1,046.40
5/26/2015	21	4351	CDW	969500	6,171.99
5/29/2015	21	4351	SEHI COMPUTER PRODUCTS INC	970605	248.53
			SUPPLIES REGULAR-4351 TOTAL		11,813.36
5/20/2015	21	4400	HEWLETT PACKARD	967469	22,262.46
5/26/2015	21	4400	APPLE COMPUTER	969497	2,160.02
5/26/2015	21	4400	CDW	969500	11,666.03
5/29/2015	21	4400	APPLE COMPUTER	970601	1,638.22
5/29/2015	21	4400	GOVCONNECTION INC.	970603	1,146.51
5/29/2015	21	4400	TROXELL COMMUNICATIONS INC	970606	3,155.57
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		42,028.81
5/8/2015	21	5107	JACK SCHREDER & ASSOCIATES	964346	1,740.00
5/26/2015	21	5107	JACK SCHREDER & ASSOCIATES	969499	290.00
			SUBAGREEMENTS FOR CONSULTS -5107 TOTAL		2,030.00
5/29/2015	21	5810	BAY AREA NEWS GROUP - EAST BAY	970602	1,301.12
			ADVERTISING-5810 TOTAL		1,301.12
5/1/2015	21	5813	LPA INC	962672	13,057.31
5/1/2015	21	5813	SANDIS	962673	2,000.00
5/1/2015	21	5813	TRA ENVIRONMENTAL SCIENCES INC	962674	743.75
5/6/2015	21	5813	PUBLIC EMPLOYEES' RETIREMENT S	963690	4.86
5/13/2015	21	5813	BAY AREA AIR QUALITY MGMT DIST	965422	3,839.00
5/13/2015	21	5813	TRA ENVIRONMENTAL SCIENCES INC	965423	34,057.67
5/13/2015	21	5813	THE BANK OF NEW YORK MELLON	965788	3,200.00
5/13/2015	21	5813	DAINS LAND SURVEYING	965803	2,900.00
5/13/2015	21	5813	SANDIS	965808	10,225.00
5/19/2015	21	5813	SANDIS	967080	4,800.00
5/26/2015	21	5813	SANDIS	969501	20,530.00
5/29/2015	21	5813	QUATTROCCHI ARCHITECTS INC.	970604	19,175.00
			OTHER CONTRACTS/SERVICES-5813 TOTAL		114,532.59
5/29/2015	21	5842	CHAVAN & ASSOCIATES LLP	970609	4,465.00
			AUDIT EXPENSE-5842 TOTAL		4,465.00
5/8/2015	21	6100	CORNERSTONE EARTH GROUP	964351	9,000.00
			SITES AND IMPROV OF SITES-6100 TOTAL		9,000.00
5/1/2015	21	6200	CORNERSTONE EARTH GROUP	962671	7,490.00
5/1/2015	21	6200	LPA INC	962672	4,275.00
5/5/2015	21	6200	ALTEN CONSTRUCTION INC.	963264	697,190.50
5/5/2015	21	6200	BANK OF MARIN	963265	36,694.25
5/5/2015	21	6200	LEA & BRAZE ENGINEERING INC	963266	33,262.00
5/8/2015	21	6200	CSDA DESIGN GROUP	964345	18,912.50

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/8/2015	21	6200	LEA & BRAZE ENGINEERING INC	964347	13,300.00
5/8/2015	21	6200	SCHNEIDER ELECTRIC BUILDINGS	964348	453.00
5/8/2015	21	6200	CORNERSTONE EARTH GROUP	964351	7,780.20
5/8/2015	21	6200	QUATTROCCHI ARCHITECTS INC.	964354	9,293.25
5/13/2015	21	6200	AMERICAN REPROGRAPHICS COMPANY	965419	322.40
5/13/2015	21	6200	ENVIROPLEX INC	965807	174,911.81
5/19/2015	21	6200	DIVISION OF THE STATE ARCHITEC	967079	2,625.00
5/27/2015	21	6200	ALTEN CONSTRUCTION INC.	969885	422,699.95
5/27/2015	21	6200	BANK OF MARIN	969886	22,247.38
			BLDGS AND IMPROV OF BLDGS-6200 TOTAL		1,451,457.24
5/8/2015	21	6201	HMC GROUP	964352	2,970.05
5/8/2015	21	6201	LPA INC	964353	84,809.30
5/13/2015	21	6201	SPENCER ASSOCIATES	965809	23,645.20
			ARCHITECT CONTR INCREMENT ONE-6201 TOTAL		111,424.55
5/8/2015	21	6202	HMC GROUP	964352	63,713.35
5/8/2015	21	6202	LPA INC	964353	275,454.44
			ARCHITECT CONTR INCREMENT TWO-6202 TOTAL		339,167.79
5/6/2015	21	9564	PUBLIC EMPLOYEES' RETIREMENT S	963690	1,428.90
			EMPLOYER H&W SUSP ACCT-9564 TOTAL		1,428.90
5/1/2015	21	9571	CALIF. SCHOOLS DNTL COALITION	962687	115.74
5/13/2015	21	9571	ACSIG DENTAL	965801	1.60
5/15/2015	21	9571	CALIF. SCHOOLS DNTL COALITION	966344	115.74
			EMPLOYER DENTAL SUSP ACCT-9571 TOTAL		233.08
5/1/2015	21	9572	CALIFORNIA SCHOOLS VISION	962688	23.10
5/29/2015	21	9572	CALIFORNIA SCHOOLS VISION	970630	23.10
			EMPLOYER VISION SUSP ACCT-9572 TOTAL		46.20
5/5/2015	21	9573	KEENAN & ASSOCIATES	963316	7.50
			EMPLOYER LIFE INS SUSP ACCT-9573 TOTAL		7.50
5/5/2015	21	9574	HEALTH AND HUMAN RESOURCE	963315	1.96
			HORIZON HEALTH SUSPENSE ACCT-'9574 TOTAL		1.96
5/5/2015	21	9575	THE HARTFORD-PRIORITY ACCTS.	963314	8.85
			HARTFORD SUSPENSE ACCT-9575 TOTAL		8.85
			<u>25 CAPITAL FACILITIES FUND</u>		
5/1/2015	25	6200	TESTING ENGINEERS INC.	962675	2,539.49
5/8/2015	25	6200	217 ENTERPRISES LIMITED	964355	14,790.00
5/13/2015	25	6200	TESTING ENGINEERS INC.	965420	5,814.00
5/13/2015	25	6200	EAST WEST BANK	965804	11,195.00
			BLDGS AND IMPROV OF BLDGS-6200 TOTAL		34,338.49
5/29/2015	25	8681	SANDRA SWAN	970674	2,368.08
			MITIGATION/DEVELOPER FEES-8681 TOTAL		2,368.08
			<u>35 CO SCHOOL FACILITIES FUND</u>		
5/8/2015	35	4351	JONES CAMPBELL	964356	392.40
5/29/2015	35	4351	AIR DALE COMPRESSORS INC	970607	55.54
			SUPPLIES REGULAR-4351 TOTAL		447.94
5/8/2015	35	4400	JONES CAMPBELL	964356	10,557.74
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		10,557.74
5/20/2015	35	5813	CHARLES M. SALTER ASSOCIATES	967470	5,362.50
5/29/2015	35	5813	PG & E	970610	5,000.00
			OTHER CONTRACTS/SERVICES-5813 TOTAL		10,362.50
5/29/2015	35	5901	AT&T	970593	34.37
			PHONES-5901 TOTAL		34.37
5/8/2015	35	6200	CORNERSTONE EARTH GROUP	964350	2,744.82
5/13/2015	35	6200	AMERICAN REPROGRAPHICS COMPANY	965421	628.33

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAY, 2015 EXPENDITURES**

Warrant Date	Fund	Object	Vendor	Warrant Number	Amount
5/13/2015	35	6200	EAST WEST BANK	965805	12,939.84
5/13/2015	35	6200	TESTING ENGINEERS INC.	965806	2,112.00
5/13/2015	35	6200	CAL PACIFIC CONSTRUCTION INC	965810	458,562.03
5/29/2015	35	6200	QUATTROCCHI ARCHITECTS INC.	970608	58.31
			BLDGS AND IMPROV OF BLDGS-6200 TOTAL		477,045.33
<u>40 SPECIAL FUND RESERVE CAP</u>					
5/8/2015	40	4351	JONES CAMPBELL	964357	42,166.50
5/29/2015	40	4351	VIRCO INC	970611	3,246.46
			SUPPLIES REGULAR-4351 TOTAL		45,412.96
5/8/2015	40	4400	JONES CAMPBELL	964357	7,639.84
			NONCAPITALIZED EQUIPMENT-4400 TOTAL		7,639.84
5/8/2015	40	5813	JONES CAMPBELL	964357	2,997.50
			OTHER CONTRACTS/SERVICES-5813 TOTAL		2,997.50
			DISTRICT TOTAL		<u>\$6,545,247.09</u>

SEQUOIA UNION HIGH SCHOOL DISTRICT
Financial Report for Month Eleven -General Fund
FISCAL YEAR 2014-2015
May 31, 2015

AGENDA ITEM:
DATE: 6-24-15

REVENUE

ACCT NO.	CLASSIFICATION	PRIOR YEAR			BUDGET	ACTUAL	PERCENT
		BUDGET	ACTUAL	PERCENT			
8000-8099	Revenue Limit Sources	98,306,075	98,480,964	100%	105,192,761	102,919,754	98%
8100-8199	Federal Revenue	1,386,290	1,379,299	99%	1,387,635	880,983	63%
8200-8299	Other Federal Revenue	1,866,899	1,613,425	86%	2,157,306	1,388,594	64%
8300-8599	Other State Revenue	5,004,887	3,763,962	75%	4,149,297	3,731,121	90%
8600-8999	Other Local Revenue	13,273,036	13,716,530	103%	10,505,535	13,410,048	128%
TOTAL REVENUE		119,837,187	118,954,180	99%	123,392,534	122,330,500	99%

EXPENDITURES

ACCT NO.	CLASSIFICATION	PRIOR YEAR			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC			BUDGET ACTUAL & ENC		
		BUDGET	ACTUAL	PERCENT	TOTALS		PERCENT	SEQUOIA		MENLO ATHERTON		CARLMONT		WOODSIDE		REDWOOD		MULTI-SCHL & CHARTER SCHL		DISTRICT					
1000-1999	Certificated Salaries	52,833,708	51,998,515	98%	55,606,182	55,070,823	99%	11,438,181	11,457,324	12,326,915	12,311,500	11,729,838	11,682,661	11,669,287	11,512,059	1,859,652	1,853,208	4,237,003	3,941,567	2,345,306	2,312,505				
2000-2999	Classified Salaries	19,419,137	19,723,603	102%	20,173,313	19,980,871	99%	2,527,853	2,685,298	2,559,568	2,588,567	2,214,346	2,190,717	2,642,279	2,610,313	492,472	488,641	4,518,916	4,357,601	5,217,879	5,059,734				
3000-3999	Employee Benefits	26,135,791	25,916,951	99%	27,890,472	27,242,284	98%	4,596,761	4,545,203	4,749,988	4,761,688	4,448,459	4,372,939	4,667,333	4,558,325	781,647	789,862	3,275,562	3,165,464	5,370,722	5,048,804				
	Total Salaries & Benefits	98,388,636	97,639,069	99%	103,669,967	102,293,978	99%	18,562,795	18,687,824	19,636,471	19,661,756	18,392,643	18,246,316	18,978,899	18,680,697	3,133,771	3,131,710	12,031,481	11,464,632	12,933,907	12,421,043				
4000-4999	Books and Supplies	6,070,346	4,995,159	82%	5,315,318	4,645,845	87%	779,537	629,728	818,103	694,944	655,316	665,538	1,001,323	614,558	124,088	101,515	1,421,954	1,156,429	514,997	783,132				
5000-5999	Srvcs & Operating Expense	11,959,393	12,272,670	103%	13,229,318	11,350,912	86%	1,518,980	1,401,350	1,027,384	1,036,224	946,152	833,509	1,122,163	1,000,058	335,213	379,294	2,036,734	1,454,800	6,242,692	5,245,676				
6000-6599	Capital Outlay	243,553	205,126	84%	269,440	348,824	129%	0	0	0	0	0	0	45,359	54,073	0	0	150,000	145,567	74,081	149,184				
7000-7399	Other Outgo	1,396,094	1,393,814	100%	1,933,187	1,062,599	55%	39,506	0	7,060	0	7,051	0	24,740	0	5,273	0	975,119	707,158	874,438	355,441				
7400-7499	Debit Services	0	0	0%	0	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
7600-7699	Other Financial Uses	4,398,423	4,458,423	101%	1,830,548	1,443,331	79%	0	0	0	0	0	0	0	0	0	0	87,217	0	1,743,331	1,443,331				
TOTAL EXPENDITURES		122,456,445	120,964,262	99%	126,247,778	121,145,490	96%	20,900,818	20,718,902	21,489,018	21,392,924	20,001,162	19,745,363	21,172,484	20,349,387	3,598,345	3,612,520	16,702,505	14,928,586	22,383,446	20,397,808				

ACCT NO.	CLASSIFICATION	TOTAL BUDGET		TOTAL BUDGET
		RESTRICTED	UNRESTRICTED	
1000-1999	Certificated Salaries	11,032,613	44,573,569	55,606,182
2000-2999	Classified Salaries	6,259,292	13,914,021	20,173,313
3000-3999	Employee Benefits	5,840,517	22,049,955	27,890,472
	Total Salaries & Benefits	23,132,422	80,537,545	103,669,967
4000-4999	Books and Supplies	2,975,251	2,340,067	5,315,318
5000-5999	Srvcs & Operating Exp	6,207,263	7,022,055	13,229,318
6000-6899	Capital Outlay	74,081	195,359	269,440
7000-7499	Other Outgo	973,265	959,922	1,933,187
7300-7399	Direct Supp/Indirect Cost	161,764	-161,764	0
7600-7699	Other Financial Uses	300,000	1,530,548	1,830,548
7600-7699	TOTAL EXPENDITURES	33,824,046	92,423,732	126,247,778

Sequoia Union HSD

Board Policy

Leaves And Absences

BP 4160

Personnel

The Board of Trustees recognizes the need to provide leaves which employees may take for justifiable reasons.

Certificated and classified employees shall be entitled to all leave benefits conferred by law or granted pursuant to existing collective bargaining agreements.

(cf. - Negotiated Agreement)

Substitute and temporary employees shall be entitled to paid sick leave to the extent provided by federal or state law and as outlined in BP 4160.1.

Supervisory, confidential employees and management employees shall be entitled to those leave provisions as provided by law and as otherwise specified in board policy, administrative regulations, or individual contract.

Legal Reference:

EDUCATION CODE

44043.5 - Catastrophic leave

GOVERNMENT CODE

12945 Pregnancy; childbirth or related medical condition; unlawful practice by employers

12945.2 Family care leave; definitions; conditions

19702.3 Family care leave; exercise of rights

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: June 24, 2015 Redwood City, California

Sequoia Union HSD

Board Policy

Paid Sick Leave for Temporary or Substitute Personnel

BP 4160.1

Personnel

Any temporary or substitute employee of the District who works for 30 or more days within a year of his/her employment shall be credited on **July 1** of each calendar year of employment with 24 hours of paid sick leave for use during that same year. Temporary or substitute employees hired after July 1 will be credited with 24 hours of paid sick leave for the 12 months following his/her date of hire. Unused sick leave shall not carry over to the following year of employment.

A temporary or substitute employee may use accrued sick leave for absences due to:

1. The diagnosis, care or treatment of an existing health condition of, or preventative care for, the employee or his/her family member (which includes: a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, regardless of age or dependency status; a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; a spouse; a registered domestic partner; a grandparent; a grandchild; or a sibling; and/or
2. The need of the employee to take preventative measures, or obtain or seek any relief or medical attention for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking.

If the need for sick leave is foreseeable, an employee must provide reasonable advance notice – either orally or in writing – to his/her supervisor of an absence from work. If the use of sick leave is unforeseeable, an employee must provide notice – either orally or in writing -- to his/her supervisor of the need to use sick leave as soon as practicable. In all circumstances, an employee is responsible for specifying the underlying reason in general terms for use of sick leave, so that the absence may be designated as sick leave. Failure to obtain approval as soon as possible after determining the need to take such leave may result in discipline.

Sick leave may be used in increments of two hours or greater to cover all or part of a work day. Sick leave benefits will be based upon the employee's current regular rate of pay. If an employee

has two different rates of pay during the 90 days of employment before taking sick leave, sick leave will be paid upon an average of the two rates of pay.

Employees using sick leave are not required to search for or find a replacement employee to cover their designated sick-leave absence.

Separation From Employment & Rehire

An employee who separates from employment with the District will not be paid out unused sick leave at separation. If an employee is rehired within the same 12-month period in which the separation occurred, and the employee previously qualified for use of sick leave, the employee will receive back the unused portion of his/her annual sick leave allotment and will be able to use that time as of the date of rehire. If the employee is hired back within 12 months of his/her separation from employment, and the employee previously qualified for use of sick leave, but the reemployment occurs in a new 12-month period from July 1 to June 30, the employee will receive the full 3 days or 24 hours of sick leave for the new 12-month period and will be eligible to use it upon rehire. If the employee did not qualify to use sick leave (i.e., did not work in California 30 or more days within a year from the commencement of the prior employment to the time of rehire), the employee may begin using his/her allotted sick leave after working in California for 30 or more days within a year from the commencement of his/her reemployment.

Discrimination & Retaliation Prohibited

No employee shall be denied the right to use accrued sick days and the District shall not in any way discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code sections 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code sections 245-249 and in BP 4160/4260/4360.

Legal Reference:

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

Adopted: June 24, 2015 Redwood City, California

Sequoia Union HSD

Board Policy

Leaves And Absences

BP 4260

Personnel

The Board of Trustees recognizes the need to provide leaves which employees may take for justifiable reasons.

Certificated and classified employees shall be entitled to all leave benefits conferred by law or granted pursuant to existing collective bargaining agreements.

(cf. - Negotiated Agreement)

Substitute and temporary employees shall be entitled to paid sick to the extent provided by federal or state law and as outlined in BP 4260.1.

Supervisory, confidential employees and management employees shall be entitled to those leave provisions as provided by law and as otherwise specified in board policy, administrative regulations, or individual contract.

Legal Reference:

EDUCATION CODE

44043.5 - Catastrophic leave

GOVERNMENT CODE

12945 Pregnancy; childbirth or related medical condition; unlawful practice by employers

12945.2 Family care leave; definitions; conditions

19702.3 Family care leave; exercise of rights

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: June 24, 2015 Redwood City, California

Sequoia Union HSD

Board Policy

Leaves And Absences

BP 4360

Personnel

The Board of Trustees recognizes the need to provide leaves which employees may take for justifiable reasons.

Certificated and classified employees shall be entitled to all leave benefits conferred by law or granted pursuant to existing collective bargaining agreements.

(cf. - Negotiated Agreement)

Substitute and temporary employees shall be entitled to paid sick leave to the extent provided by federal or state law and as outlined in BP 4360.1.

Supervisory, confidential employees and management employees shall be entitled to those leave provisions as provided by law and as otherwise specified in board policy, administrative regulations, or individual contract.

Legal Reference:

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245-249 Healthy Workplaces, Healthy Families Act of 2014

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: June 24, 2015 Redwood City, California

Sequoia Union HSD

Administrative Regulation Substitute Teachers

AR 4121
Personnel

All substitute teachers shall be assigned by the Personnel Division.

The District shall arrange for the payment of all substitutes; no teacher may pay a substitute.

A substitute may not be assigned to substitute for his/her spouse, unless authorized by the Assistant Superintendent, Personnel Services. Normally certificated personnel other than teachers will not be replaced with a substitute except for long-term absence.

Principals may utilize the abilities and skills of substitute teachers by assigning them to perform other duties during non-teaching periods. Substitute teachers who have non-teaching periods during the day may also be used to relieve department heads in order that they may visit other teachers in their departments.

Compensation for substitutes

The per diem rate for certificated substitutes beginning with the 21st day of service for the same absentee shall be 150% of the day to-day substitute pay rate, retroactive to the 16th day of service rounded off to the nearest dollar. This rate of pay will continue until the accumulated sick leave and the days provided for extended disability leave of the absentee run out, at which time the substitute will be placed on the salary schedule at the point indicated by experience and training.

A substitute teacher who teaches for more than three periods shall be paid for one complete day. A substitute teacher who teaches from one to three consecutive periods (lunch hour excluded) shall be paid for one-half day, excepting that a substitute teacher who teaches for three or more periods and has an intervening hour between class assignments (lunch hour excluded) shall be paid for one complete day.

The per diem rate of pay for a half day shall be 60% of the full per diem rate.

Arrangements For Certificated Staff Substitutes

Teachers are responsible for making adequate provision for instruction in the event a substitute is needed. The responsibility shall be discharged in such a manner as is prescribed by the building principal.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

| approved: June 24, 2015Redwood City, California

RESOLUTION NO. 1551

**BOARD OF TRUSTEES, SEQUOIA UNION HIGH SCHOOL DISTRICT, COUNTY OF
SAN MATEO, STATE OF CALIFORNIA**

* * * * *

**RESOLUTION AUTHORIZING THE USE OF AND MAKING CERTAIN
DETERMINATIONS FOR AN OWNER CONTROLLED INSURANCE PROGRAM AND
DELEGATING AUTHORITY TO THE DISTRICT SUPERINTENDENT OR HIS
DESIGNEE TO EXECUTE A MEMORANDUM OF UNDERSTANDING WITH CSAC
EXCESS INSURANCE AUTHORITY**

RESOLVED, by the Board of Trustees of the Sequoia Union High School

District, County of San Mateo, State of California, that

WHEREAS, the District is undertaking a number of projects at its various school sites funded primarily by its Measure A bond proceeds; and

WHEREAS, the District plans to undertake the implementation of Measure A bond projects (the “Projects”); and

WHEREAS, the District expects that there will be multiple Measure A construction program Projects with hard construction costs exceeding \$10,000,000; and

WHEREAS, District administration has consulted with the District’s counsel and with the San Mateo County School Insurance Group (“SMCSIG”) to analyze whether the use of an owner controlled insurance program (“OCIP”) will minimize the expenditure of public funds on the Projects, in conjunction with the exercise of appropriate risk management, based on the cost savings associated with economies of scale, contractor insurance credits, and program structure; and

WHEREAS, this Board finds that the use of an OCIP will minimize the expenditure of public funds on the Projects in conjunction with the exercise of appropriate risk management, based on the cost savings associated with economies of scale, contractor insurance credits, and program structure; and

WHEREAS, the OCIP maintains completed operation coverage for a term for which the California Insurance Commissioner has determined that coverage is reasonably commercially reasonable, but in no event less than three years; and

WHEREAS, the component of the Project bid specifications for all Projects included in the OCIP will clearly specify for all bidders the insurance coverage provided under the OCIP and the minimum safety requirements that must be met; and

WHEREAS, use of the OCIP does not prohibit a contractor or subcontractor from purchasing any additional insurance coverage that a contractor or subcontractor believes is necessary to protect from any liability arising out of work on a District contract; and

WHEREAS, this Board has considered the matter with District administration and others and has determined that use of an OCIP for the Projects will provide greater certainty of adequate insurance coverage for the potential risk involved in the Projects; reduce unnecessary cross-actions and litigation because all parties will be insured under the same policies; and provide potential significant cost savings to the District based on containing losses to reasonably achievable levels.

NOW THEREFORE, IT IS HEREBY DETERMINED AND ORDERED that:

1. The above recitals are true and correct; and
2. Use of an OCIP will minimize the expenditure of public funds on the Projects in conjunction with the exercise of appropriate risk management; and
3. All determinations required pursuant to Government Code § 4420 have been met or will be met for the Projects; and
4. The District's Superintendent or the Superintendent's designee is authorized, acting in consultation with the District's counsel, to execute a Memorandum of Understanding with CSAC Excess Insurance Authority and other documents necessary to implement an OCIP, and
5. District administration is directed to proceed with an OCIP in compliance with the requirements of Government Code section 4420 for the Projects and to include this information in the bid specifications for such Projects and to undertake all appropriate coordination with SMCSIG to proceed with and participate in the OCIP; and
6. This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED this ____ day of _____, 2015, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President of the Board of Trustees

[SEAL]

ATTEST:

Clerk of the Board of Trustees

APPROVED AS TO FORM:

* * * * *