

San Ramon Valley Unified School District  
699 Old Orchard Drive, Danville  
925-552-2933 \* www.srvusd.net



**BOARD OF EDUCATION MEETING AGENDA**  
**June 23, 2020**

**5:00PM Closed Session**

Mark Jewett, Vice-President  
Susanna Ordway, Clerk

Greg Marvel, President

**7:00PM Open Session**

Ken Mintz, Member  
Rachel Hurd, Member

Welcome to the San Ramon Valley Unified School District Board of Education meeting. Your interest in our schools is greatly appreciated.

**NOTICE is hereby given that the Meeting of the Board of Trustees of the San Ramon Valley Unified School District will be held on June 23, 2020, at 5:00PM closed session and 7:00PM open session. Pursuant to Executive Order of the Governor, and in order to adhere as closely as possible to the Order of the Health Officer of Contra Costa County, the Board meeting will not be open to personal attendance to the public. The meeting will be live-streamed at the following link:**

[https://www.srvusd.net/district/board\\_meetings](https://www.srvusd.net/district/board_meetings)

**Public comment on non-agenda items can be made electronically by email to [cfischer@srvusd](mailto:cfischer@srvusd.net) or by fax (925-838-3147) before 12:00PM on June 23, 2020. Please note in the title of the e-mail “public comment”. Public comment on action items, during the meeting, can be emailed to [cfischer@srvusd.net](mailto:cfischer@srvusd.net). All such comments that are within the District’s jurisdiction will be read aloud at the meeting up to a three minute limit per speaker. Any individuals with disabilities requesting reasonable accommodation or modification of the meeting procedure so as to be able to watch the live feed of the Board meeting may contact Cindy Fischer at [cfischer@srvusd.net](mailto:cfischer@srvusd.net).**

**Closed Session:** Closed session meetings are not open to the public. By law, matters dealing with students and district employees are reserved for closed session to provide confidentiality. Other closed session topics can include litigation, property negotiations, and collective bargaining issues with employee associations. Members of the public are given the opportunity to speak regarding closed session items prior to the closed session.

**Action items** are considered and voted on individually by the board. **Consent items** are considered routine in nature and are approved by combining them into a single vote. A member of the Board of Education or a member of the public may request that a consent item be removed from the consent agenda and voted on separately.

Copies of board agenda backup and other informational materials provided to members of the Board of Education are available for review in the Office of the Superintendent beginning at 4:00 PM on the last working day of the week preceding each meeting of the Board of Education. For disability related modification or accommodation, please contact the Office of the Superintendent at 552-2933 during business hours.

*In compliance with Brown Act regulations, this agenda was posted 72 hours before the noted meeting.  
Cindy Fischer, Executive Assistant*



**CLOSED SESSION**  
**Superintendent's Conference Room**  
**June 23, 2020**  
**5:00PM**

**1.0 Call to Order**

**2.0 Attendance**

**3.0 Acceptance of Closed Session Agenda and Public Comment**

**Adjournment to Closed Session**

**4.0 Closed Session Agenda**

**4.1 Conference with Legal Counsel – Anticipated Litigation**

- a) Six Cases

**4.2 Conference with Labor Negotiator – Agency Keith Rogenski  
Assistant Superintendent Human Resources**

- a) SRVEA, CSEA, SEIU
- b) Unrepresented Employees

**4.3 Public Employee Appointments**

(Government Code Section 54957)

- a) Principal, Elementary
- b) ELA/ELD Coordinator

**Adjournment**





**OPEN SESSION**  
**Board Rooms**  
**June 23, 2020**  
**7:00 PM**

Please Note: All Public Comment is Limited to Three (3) Minutes

- 5.0 Pledge of Allegiance/Attendance**
- 6.0 Report of Actions Taken in Closed Session**
- 7.0 Acceptance of Minutes**
  - 7.1 Minutes of June 9, 2020 **Action**
- 8.0 Agenda Approval and Consent Action**
  - 8.1 Acceptance of Open Session Agenda **Action**
  - 8.2 Approval of Consent Agenda **Action**
- 9.0 Reports to the Board**
  - 9.1 Public Comment for Non-Agenda Items (Comments Limited to Three Minutes) **Oral**
  - 9.2 Continual 2020-21 School “Reopening Together” Phase 3 Planning Update **Oral**
  - 9.3 Association Presidents’ Comments **Oral**
- 10.0 Action Items/Public Hearings**
  - 10.1 Consideration of Approval of COVID-19 Operations Written Report **Enclosure Action (Medici)**
  - 10.2 Consideration of Adoption of the 2020-21 District Budget Including the Excess Reserves Report **Enclosure Action (Medici)**
  - 10.3 Consideration of Adoption of Resolution No. 93/19-20, in the Matter of Ordering the Regular Governing Board Member Elections; Specifications of Election Order **Enclosure Action (Schmitt)**
  - 10.4 Consideration of Approval of Addenda to Employment Agreements for Certain Contracted Management Employees Applying a One Year Extension of Term and/or a Salary Adjustment **Enclosure Action (Schmitt)**
  - 10.5 Consideration of Approval of the SRVUSD Special Education Local Plan Area (SELPA) Annual Service Plan and Annual Budget Plan for 2020-2021 **Enclosure Action (Huajardo)**

**11.0 Consent Items**

- |       |  |                             |
|-------|--|-----------------------------|
| 11.1  | Consideration of Approval of Certificated Personnel Changes  | Enclosure<br><b>Consent</b> |
| 11.2  | Consideration of Approval of Classified Personnel Changes  | Enclosure<br><b>Consent</b> |
| 11.3  | Consideration of Approval of Contracts/Purchases Over \$50,000   | Enclosure<br><b>Consent</b> |
| 11.4  | Declaration of Surplus Property  | Enclosure<br><b>Consent</b> |
| 11.5  | Ratification of Warrants   | Enclosure<br><b>Consent</b> |
| 11.6  | Consideration of Approval of Live Streaming Media for High School Athletics  | Enclosure<br><b>Consent</b> |
| 11.7  | Consideration of Approval to Extend Childcare Building Leases and Continuation of Existing Rate Structure                                      | Enclosure<br><b>Consent</b> |
| 11.8  | Consideration of Adoption of Resolution No. 87/19-20, Approving Routine Budget Revisions   | Enclosure<br><b>Consent</b> |
| 11.9  | Consideration of Adoption of Resolution No. 88/19-20, Authorizing the Approval of Year-End 2019-20 Budget Transfers                            | Enclosure<br><b>Consent</b> |
| 11.10 | Consideration of Adoption of Resolution No. 89/19-20, Commitment of Funds for 2020-21  | Enclosure<br><b>Consent</b> |
| 11.11 | Consideration of Adoption of Resolution No. 90/19-20, Authorizing the Allocation of Funds in the 2020-21 Education Protection Account          | Enclosure<br><b>Consent</b> |
| 11.12 | Consideration of Adoption of Resolution No. 91/19-20, Authorizing 2020-21 Intra-Fund Transfers in Accordance with Education Code Section 35161 | Enclosure<br><b>Consent</b> |
| 11.13 | Rejection of Claim #585221 Against the District  | Enclosure<br><b>Consent</b> |
| 11.14 | Rejection of Claim #585222 Against the District  | Enclosure<br><b>Consent</b> |
| 11.15 | Consideration of Approval of Bid Award for Gale Ranch Middle School Quad Improvements  | Enclosure<br><b>Consent</b> |
| 11.16 | Consideration of Approval of Revisions to the College and Career Access Pathways Partnership Agreement (CCAP)                                  | Enclosure<br><b>Consent</b> |
| 11.17 | Consideration of Approval of 2020-21 Non-Public School and Non-Public Agency Master Contract Expenditures                                      | Enclosure<br><b>Consent</b> |

- 11.18 Consideration of 5-Year Interdistrict Transfer Attendance Agreement with 17 Contra Costa School Districts

Enclosure  
**Consent**

**12.0 Administrative Matters**

- 12.1 Board Members' Reports

- 12.2 Superintendent's Report

**Adjournment**

BOARD OF EDUCATION MEETING - VIRTUAL  
June 9, 2020  
MINUTES

The video from this meeting can be found on the District website at [www.srvusd.net](http://www.srvusd.net).

The audio timestamp associated with the agenda item is noted under the title – *there is no audio from this meeting*.

Pursuant to the executive order of the Governor and in order to adhere as closely as possible to the order of the Health Officer of Contra Costa County, the Board meeting was closed to personal attendance.

Prior to the SRVUSD Board of Education meeting, the Bright Lights Ceremony was held to honor the following Special Education supporters: Wendy Isaacs, School Psychologist, California High School, Monika Bali, paraprofessional, Iron Horse Middle School, Dave Homer, Business & Community Partner, Pete's Brass Rail, Rachel Fernsten, General Ed Teacher, Quail Run Elementary, Julie Blinston, parent volunteer, Walt Disney Elementary, Ryan Kral, Resource Specialist, Monte Vista High, Jill Reynolds, Special Ed Teacher, Coyote Creek, Ondi Tricaso, Administrator, Montair Elementary

- 1.0 Call to Order** The Board of Education held its regular meeting at the Education Center. The meeting was called to order at 5:30PM in the Board Rooms.
- 2.0 Attendance** Board Members Present: Board President Greg Marvel, Board Vice President Mark Jewett, Board Clerk Susanna Ordway, Board Members Ken Mintz and Rachel Hurd. All Board members attended from their remote locations.
- Administrators Present: Superintendent Rick Schmitt, Assistant Superintendents Keith Rogenski and Christine Huajardo, Chief Business Officer Greg Medici, Executive Director Danny Hillman, Director Deb Petish and Recording Secretary Cindy Fischer.
- 3.0 Acceptance of Closed Session Agenda and Public Comment** The closed session agenda was accepted and opened for public comment.
- 4.0 Closed Session** See Item 6.0 for action taken.
- The closed session was adjourned at 7:05PM.
- 5.0 Open Session** Board President Greg Marvel reconvened the meeting in open session at 7:10PM.
- Pledge of Allegiance/Attendance** Board Members Present: Board President Greg Marvel, Board Vice President Mark Jewett, Board Clerk Susanna Ordway, Board Members Ken Mintz and Rachel Hurd. All Board members attended from their remote locations.
- Administrators Present: Superintendent Rick Schmitt, Chief Business Officer Greg Medici, Assistant Superintendents Keith Rogenski and Christine Huajardo, Executive Director Danny Hillman and Directors Chris George and Deb Petish.
- Others Present: Recording Secretary Cindy Fischer and 0 visitors attended.
- 6.0 Report of Action Taken in Closed Session** The Board of Education made the following administrative appointments effective July 1, 2020 (5/0)  
Sandy Kontilas – Principal, Pine Valley Middle School  
Stephen Anderson – Assistant Principal, 50% Windemere Ranch Middle School and 50% Gale Ranch Middle School
- 7.0 Acceptance of Minutes** On a motion by Ken Mintz seconded by Rachel Hurd, the May 26, 2020 and June 1, 2020 minutes were approved. (5/0)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Susanna Ordway seconded by Ken Mintz the open session agenda was approved as amended. (5/0) Item 10.4 was pulled from Action Items.

- 8.2 Approval of Consent Agenda** On a motion by Rachel Hurd seconded by Mark Jewett, the consent agenda was approved. (5/0). Board Member Mintz recused himself of any items under 11.3 and 11.5 regarding ongoing business with AT&T or other telecommunication providers.
- 9.0 Reports to Board**
- 9.1 Public Comment for Non-Agenda Items** Public comments – Board President Marvel read aloud the two public comments from Tami Castelluccio and Helen of the Dougherty Valley. Full written comments have been added to the official minutes and emailed to Trustees.
- 9.2 Reopening Together, Preliminary Stakeholder Feedback, Phase 3 Preliminary Ideas and Stakeholder Engagement Plan** Public comment – Superintendent Schmitt summarized the 42 comments regarding reopening schools, suggestions and concerns related to what school will look like in the fall. Full written comments have been added to the official minutes and emailed to Trustees.
- 9.3 Association Presidents’ Comments** CSEA President Tami Castelluccio’s comments were shared via a pre-recorded message. SRVEA President Ann Katzburg were read aloud by Board President Marvel.
- 10.0 Action Items/Public Hearings**
- 10.1 Consideration of Approval of Employment Contract for New Superintendent** Assistant Superintendent Keith Rogenski.  
Public comment – Superintendent Schmitt summarized the 9 comments regarding salary, supervision and responsibility of the Superintendent. Full written comments have been added to the official minutes and emailed to Trustees.  
  
On a motion by Rachel Hurd seconded by Ken Mintz the Board approved the employment contract for new superintendent (5/0)
- 10.2 Public Hearing on the Dedication of an Easement to the Town of Danville at San Ramon Valley High School** Board President Marvel held a public hearing on the dedication of an easement to the Town of Danville at San Ramon Valley High School.
- 10.3 Consideration of Adoption of Resolution No. 83/19-20, Approving the Dedication of an Easement to the Town of Danville at San Ramon Valley High School** Chief Business Officer Greg Medici  
Public comment – There was 1 comment regarding the easement. Full written comments have been added to the official minutes and emailed to Trustees.  
  
On a motion by Rachel Hurd seconded by Susanna Ordway the Board adopted Resolution #83/19-20. (5/0)
- 10.4 ~~Consideration of Adoption of Resolution No. 86/19-20, in the Matter of Ordering the Regular Governing Board Member Elections; Specifications of Election Order~~** Item pulled from agenda
- 10.5 Public Hearing for the Proposed 2020-21 District Budget** Board President Marvel held a public hearing on the proposed 2020-21 district budget.
- 10.6 Consideration of Approval of Non-District Course Grading – Summer 2020** Assistant Superintendent Christine Huajardo  
On a motion by Ken Mintz seconded by Susanna Ordway, the Board approved the non-district course grading for summer 2020. (5/0)  
  
On a motion by Rachel Hurd seconded by Susanna Ordway the Board voted to extend the meeting 15 minutes to 10:15pm.



**11.0 Consent Items**

- 11.1 Consideration of Approval of Certificated Personnel Changes
- 11.2 Consideration of Approval of Classified Personnel Changes
- 11.3 Consideration of Approval of Contracts/Purchases Over \$50,000
- 11.4 Ratification of Purchase Orders
- 11.5 Ratification of Warrants
- 11.6 Consideration of Adoption of Resolution No. 85/19-20 Designating Expenditure Classifications for Routine Restricted Maintenance Account
- 11.7 Ratification of Facilities and Operations Contracts

**12.0 Administrative Matters**

**12.1 Board Member's Reports**

Board members shared their reports and comments, noting attendance at the following:

Board Member Hurd praised the virtual graduations/promotions and thanked staff, she noted a thoughtful email from a Dougherty Valley High student regarding racism. Ms. Hurd suggested the following book "How We Learn: Why Brains Learn Better Than Any Machine" for summer reading.

Board Clerk Ordway also commented on the email from the Dougherty Valley student, commended the successful and peaceful protest march organized by students. Ms. Ordway commented on CSEA President Tami Castelluccio's message and that she recognizes and understands that classified staff may feel left out of conversations.

Board Member Mintz extended his thanks to the staff and parents on the virtual graduations and promotions.

Board Vice President Jewett also recognized on the email from the Dougherty Valley student and shared he will not be seeking re-election to the Board in the fall.

Board President Marvel thanked his fellow Board members. He shared he had participated in a small neighborhood graduation and has had discussions with parents and Dougherty Valley students regarding distance learning.

**12.2 Superintendent's Report**

Superintendent Schmitt celebrated the Trustees noting they are all volunteers and congratulated them on their selection of John Malloy, the next superintendent.

**Adjourned**

The meeting adjourned at 10:19pm. Board President Marvel ended the meeting in Joan Diamond's memory. Ms. Diamond was a former principal in the San Ramon Valley School District.

## 6/9/2020 Public Comment

### 9.1 - Tami Castelluccio June 7, 10:45AM

Hello. This is Tami Castelluccio, Executive Secretary to Jon Campopiano. I wanted to take this opportunity to talk about Virtual Graduations that occurred at our eight middle schools and six high schools the last week of school.

Jon entrusted me to coordinate and manage this project to make sure that our students were honored and celebrated for their accomplishments. We realize this was not the most ideal way we wanted to celebrate our students but we were successful at our task.

We collaborated with Envision Pro AV. We could not have asked for a better company to work with. Aaron Benne, Tony Gonzalez and their team worked so hard with patience, understanding, humor and professionalism. The project certainly was wrought with late nights, multiple edits, questions and multiple phone conversations daily. Aaron, Tony and their team made sure that the graduations went off on schedule and it was a celebratory event for our students, and families. We were all proud of our accomplishments when the project was complete.

I also need to thank the office managers and administrators from those schools. The work and support that you all provided to your students and families making sure that every student was represented and staying true to the traditions of your site was amazing. We all grew and learned new skills during this project. Your patience, understanding and flexibility is what made this project a success. You should all be proud of the final product that our families will be able to hold onto for a lifetime.

Again, Kudos to all the worked on this project. Great job!

### 10.1 - Adrienne Cummings June 8, 8:23AM

As a parent of two high school students I am urging you to not approve the new superintendents contract the way it is. We are rushing this during a time when we need to stop and think about what we are doing because of Covid, new costs our schools will incur and deficits we see ahead (VERY CLOSE AHEAD).

As Lynn told us, "yes there is budget" NOW to afford his salary THAT DOES NOT MEAN WE APPROVE IT. I was very surprised and concerned this was her attitude about an extraordinary salary digging into funds we will need desperately soon.

STOP the approval, let this be a discussion because if you are the board and represent the students and parents of this community, approving that contract IS NOT what WE WANT - I guarentee you that.

Adrienne Cummings

### 10.1 - Lorraine & Gene Bordegaray June 8, 9:12AM

Dear SRVUSD Board of Education, Superintendent & Superintendent,

As a mom with two kids in the SRVUSD school department., I'm writing to you to voice my concern about the new superintendent's employment contract planned for review and vote at tomorrow's, June 9th board meeting.

I feel our district's top administration and board members aren't listening to their constituents; and don't have the communities' best interest in composing this and other compensation agreements. We have repeatedly voiced our outrage about the district's finances and current Superintendent pay raises. And here goes another mismanaged and egregious effort to compensate the new superintendent who's

coming from outside the country. Your practices for executive compensation are antiquated and lopsided in favor of the superintendent. Top executive compensation and their measures of success have evolved to modern times. (I can send you many HBR, WSJ, etc articles for your review). The new Superintendent's compensation needs to be more based on performance (evaluated by stakeholders) and not a guaranteed 'golden parachute' mentality.

I would like the following changes to be considered.

1. Termination clause. Reduce the pay-out if the superintendent is terminated. The agreement of employment should be "at will" and at most he will be given (60) days pay if terminated. Also seems fair to give him (60) day notice prior to expiration vs. 90 days.
2. Performance evaluation based on stakeholder review. Right now it's written as a review between board and superintendent. I would like a clause added about complete 360 review of performance against personal and district goals. The review will include input from the community (teachers, principals, students and parents) he serves.
3. Eliminate the clause --Professional Activities-- allowing the superintendent to work other places for compensation. This should actually be the opposite. We need a dedicated superintendent.
4. Total reduction of compensation. How do you announce a new superintendent without the contract signed? This contract has been verbally accepted by the candidate. I believe this is a violation of giving the public time to give input prior to a commitment. Also this compensation is beyond what the current market conditions require.

Why would our district want to include these types of clauses and the large amount when in the same breath you are stating we have a \$9M budget deficit. How is this agreement protecting our teachers', students' and parents' interested and financial well being during such dire times.

We need to change the way we are writing our executive employment contracts. Some people state we need to be competitive amongst the Bay Area superintendent landscape. However, the conditions of our district are ideal for any new superintendent - engaged parents, top performing students, minor discipline issues and highly retained teachers. Did the board and district management sell the upside of coming to SRVUS vs. shaking our treasure chest jewels for his pilferage?

Please eliminate your closed-communication style, and rubber-stamped process to our district's finances.

Modify the agreement, demonstrate your fiscal responsibilities.

Thank you for your consideration-

Lorraine & Gene Bordegaray

#### **10.1 - Jackie Waters June 8, 10:05AM**

To the SRVUSD Board -

I am writing to you as a public comment to today's board meeting, specifically the terms set forth on page 157 in the agenda regarding the salary, bonus, "me too" clause and termination payment being set forth for the incoming superintendent.

While we are a higher performing district, it should be an honor for someone to serve as the superintendent in our district and community. Our district is being forced to make major budget cuts and it is fiscally irresponsible to continue to overpay management. This is money that belongs to our schools, our teachers and most importantly, our students.

Our schools and families still have no idea what this next school year will look like but we do know that money will be sparse. Students are leaving the district and families will not be donating money to continue distance learning from home. I implore the Board to listen to the community and stop bringing in management from out of the area (and out of the country!) who are near/at retirement age, who want to take advantage of your overly generous salaries/bonuses and spike their pensions.

Furthermore, teachers and parents should all have a say in how the superintendent and management is performing. Bonuses should not be handed out because it's "tradition" or expected. Bonuses should be earned and as the superintendent SERVES our community, our community should decide on whether a bonus or raise is EARNED.

All I hear is dissent from the community at every decision this Board has made over the past several months, yet, you continue to ignore the community and vote how you want. Listen to us. We do not want another superintendent from out of town, ready to retire on our dime. Find someone who is excited to help our kids, better our community and is not in it for the paycheck.

Respectfully-  
Jackie Waters

**10.1 - Cheryl Iacone June 8, 10:24AM**

Please include this as a public comment for today's board meeting.

I continue to be appalled at the lack of reasonable decision making exhibited by the BOE and District. We are facing unprecedented times, so much so that the district has made a VERBAL EMERGENCY request that all school Education Funds send a check for 100% of their commitments for the upcoming school year.

If each of the 34 schools who typically fundraise to pay for all of the necessary items the district CANNOT cover averages \$250k the total is \$8.5M! The parents of SRVUSD are not the District's bank account nor money lender.

If the BOE and District insist that more cuts must be made and money must be paid up front for the 2020-21 school year HOW DOES IT MAKE SENSE to approve a \$340K+ salary for an incoming superintendent about whom we know VERY LITTLE. Plus a "me too" clause, a bonus and a paid out termination clause?

Tell me you've not lost your minds and will vote responsibly and do what is right for the parents, staff and children of this district.

With high hopes,  
Cheryl Iacone

**9.2, 10.1 & 10.2/10.3, 10.5 - Sara Phinney June 8, 10:33AM**

Hi

I am a single working parent from San Ramon, with two students in school in the San Ramon Valley Unified school district. I have lived in the San Ramon valley most of my life, including attending school at the same middle school my children attend.

I am writing in response to the items on agenda for Today's board meeting. Below I will provide PUBLIC COMMENT for several agenda items that are important to me.

9.1-9.2: Public Comment for Non agenda items and Stakeholder feedback

1. Reopening Together: Stakeholder engagement group.

It is imperative that you, as the BOE for our district, provide who the Stakeholders are, what the selection process was, and that you insure ALL grades and groups are engaged. Without fully engaging the community and necessary ages, you cannot make decisions in an accurate manner. To date, the district has ignored our emails, calls to action, thus multiple groups have formed

outside this Stakeholder group (whom we know nothing about). How can a parent join if they wish?

There has been little to no transparency from the district, and the survey sent was that of a 5 year old. How can you ask race or lunch funding questions, without clearly showing you plan to profile your responses? You have this information (demographics and free lunch needs) already through our annual response. To ask parents to base their decision on what they want for next year, based on the HORROR SHOW we had for Spring, is not appropriate. There was no way to provide comment or suggestions.

2. Reopening Plans: Educating our youth in a safe environment is top priority. Covid and the health risk it poses didn't just magically go away. I am asking for you to consider the hybrid model for school over 2020/2021 school year. As the largest district in Contra Costa County, I am aware that our schools are not set up to have 30 children per classroom and maintain social distancing. It is unrealistic to think that our schools will somehow be able to do so in the fall. Additionally, there simply isn't the funds available (See your budget), nor the square footage at schools to maintain such a requirement. Add that in this district there are VASTLY different Ed Fund capabilities at each site. Many of the schools in Danville and Alamo provide over \$100,000 more to their Ed fund than same size schools in San Ramon. Full time class will result in further educational divide amongst students. At my children's elementary school (Montevideo) the fifth graders were in small portable classrooms with no running water they shared two sinks per sex with not only the fifth grade classrooms but also all second graders. That is roughly 200+ children sharing two sinks. To maintain hygiene how can you possibly expect that to work in the fall session. Add that children already sit shoulder to shoulder in mini classroom settings. If you look at how many of the private schools and other districts in the bay area establish remote learning you will see that having regular sessions online for the remote learning experience does work.

I ask that you look closely at a hybrid model and make vast improvements to the remote learning experience, which failed many families over the spring session. The remote learning we had in Spring was a HUGE failure, you must agree. If you require more teacher engagement, with virtual lessons, and limit class time to vital in person items (labs, group projects), a hybrid model can be extremely successful. You cannot offer for some parents to simply "Stay home" if they do not want to expose their child to risks of COVID. If districts use funds to provide 15 students per classroom, hybrid model and divert some funding to computer usage models, a hybrid model keeps the students, staff and families safe. We all can agree the check in, leave it to the parent's model didn't work.

I am aware some are stating "offer the option for families who don't want to go to full school". This isn't the right approach, as it causes further divide from the families who can afford alternate school and those that don't. Students with disabilities or family with immune compromised will be discriminated against, not providing the same opportunities. Districts that don't have the funding to hire more custodial staff, or purchase extra sanitizing supplies are students at higher risk as high touch areas cannot be maintained.

There is a lot of concern about how it would work for students in AP or NDC classes, and how they need labs. That is why a hybrid is needed, some classes need to be on campus, in a classroom, whereas others can be mostly remote. With a hybrid model, you can have activities that require a classroom done in a class, but activities such as reading can be done remote. If you provide a way for both social distancing and time in the classroom, it will work. The idea of what Arizona and some states are doing, squeezing the same amount of kids with crazy plastic walls that don't get disinfected enough doesn't work. That does not solve the concern of children need to socialize, because just being in the building does not mean they are getting to socialize. Something like the Arizona model is not good for a child's mental health. Please consider how any program decision may impact their health.



As a full time working single mother, I implore you to review the sick policies of the schools, the need for spacing that classrooms currently don't allow for. The current policies allow for parents to send sick children to school, and to often just provide Tylenol to get them past the first part of the day. I would ask that any on campus learning require more than once a day temperature checks. Also, any international travel by anyone in the household to require a 14 day quarantine. If employers with office staff don't feel it's safe enough to be that close, why should our children.

No matter what you decide, there is a definite need for teacher engagement. Many reasons people are hesitant for a hybrid model is because teachers didn't teach. They placed a lesson plan online and left the building. Teachers will need to teach and not use YouTube as the teacher. I again want to be clear that I am asking for a hybrid model of class, with no more than 15 students per classroom, with social distancing of 6 feet.

#### 10.1: Consideration of Approval of Employment Contract for New Superintendent

I ask that you reject this contract, as it is fully financially irresponsible of our District to even consider. Have we learned nothing from the last 3 Superintendents? It is deplorable that we are looking to pay (\$340,792 + benefits, membership fees, etc) a new superintendent more than our existing superintendent, pay for him to move to California, allow him to have outside employment, provide again the three year magic exit parachute of 5% increase to someone who is clearly in retirement stage of life.

The performance structure used with the previous three superintendents has not worked, they have all taken the 5% and left, you need to reject this line item or find contract language that will insure we do not end up where we have been.

The vacation leave you are providing is deplorable. Not only does he not work a full 365, but we are giving him 26 additional days off. That means our superintendent has the potential to work less than 200 days a year, work outside our district, and make more than most of the families that he serves. What is wrong with you? How does any of this make sense? Then lets add sick days...so we are talking about paying someone to work less than half the year making \$340,792. I firmly ask that you reject this contract.

Moving expenses should not be paid. This person has decided to take employment in the San Ramon Valley district, the \$10,000 could be used to pay for the SCIENCE textbooks you recently rejected for purchase. Get the priority of the education of children back into the district.

Given the current Budget cuts by the district and state level, it is irresponsible to pay this amount. For comparison, the state superintendent makes ~\$160,000. Our district already was clear on raises, which the BOE gave anyways, how can you responsibly provide this grandiose contract knowing the budget shortfalls our district is facing. We are in unprecedented financial hardship times, unlike anything our nation has seen. When will you, as elected officials, put the children of this district first? I again ask that you REJECT this contract.

#### 10.2 and 10.3: Public Hearing on the Dedication of Easement to the Town of Danville at San Ramon Valley High School/ Adoption of Resolution No. 83/19-20

While I don't fully understand why this one site has an easement, I would ask that we work with city of Danville to remove such an unnecessary expense to our district. What I am seeing is that essentially the city is having the district pay for a new sidewalk. Shameful on all parts

Thank you

June 8, 12:57PM Additional comment from Sara Phinney

I realize this maybe too late, but on the budget, I ask that you reject and reevaluate. We are diverting funds from the classroom (supplies down 14+%) to offset staff. We are also cutting programs by 4% when we need them most. Fix the budget to actually serve the students. Cut from leadership to provide supplies, our families can't donate anymore, you have tapped us out.

Thank you, Sara Phinney

June 9, 8:4`AM Additional comments from Sara Phinney

Hi

I am a parent of two students in the SRVUSD. I am writing regarding plans to "reopen". I am aware you maybe receiving several cut and paste emails regarding reopening, and I assure you this is not one of them. I ask that you go to a hybrid model for 20/21 and work to increase our technology spend and teacher engagement on remote learning.

Educating our youth in a safe environment is top priority. Covid and the health risk it poses didn't just magically go away. I am asking for you to consider the hybrid model for school over 2020/2021 school year. As the largest district in Contra Costa County, I am aware that our schools are not set up to have 30 children per classroom and maintain social distancing. It is unrealistic to think that our schools will somehow be able to do so in the fall. Additionally, there simply isn't the funds available (See your budget), nor the square footage at schools to maintain such a requirement. Add that in this district there are VASTLY different Ed Fund capabilities at each site. Many of the schools in Danville and Alamo provide over \$100,000 more to their Ed fund than same size schools in San Ramon.

Full time class will result in further educational divide amongst students, will not take care of our special needs or disabled students and puts our immune compromised students at risk. At my children's elementary school (Montevideo) the fifth graders were in small portable classrooms with no running water they shared two sinks per sex with not only the fifth grade classrooms but also all second graders. That is roughly 200+ children sharing two sinks. To maintain hygiene how can you possibly expect that to work in the fall session. Add that children already sit shoulder to shoulder in many classroom settings. If you look at how many of the private schools and other districts in the bay area establish remote learning you will see that having regular sessions online for the remote learning experience does work.

Add that your budget for 20/21 school year has a 14% cut to teaching supplies and a 4% cut to services, how can you possibly provide a safe environment with 6 feet distance, regular cleaning and necessary technology tools. The fact that sites have such a difference in funds, due to ed fundraising, means many schools will be left behind. Why not take this time to bring education into the 21st century.

I ask that you look closely at a hybrid model and make vast improvements to the remote learning experience, which failed many families over the spring session. The remote learning we had in Spring was a HUGE failure, you must agree, with some teachers not engaging at all, or doing the bare minimum required. If you require more teacher engagement, with virtual lessons, and limit class time to vital in person items (labs, group projects), a hybrid model can be extremely successful. You cannot offer for some parents to simply "Stay home" if they do not want to expose their child to risks of COVID. If districts use funds to provide 15 students per classroom, hybrid model and divert some funding to computer usage models, a hybrid model keeps the students, staff and families safe. We all can agree the check in, leave it to the parent's model didn't work.

I am aware some are stating "offer the option for families who don't want to go to full school". This isn't the right approach, as it causes further divide from the families who can afford alternate school and those that don't. Students with disabilities or family with immune compromised will be discriminated against, not

providing the same opportunities. Districts that don't have the funding to hire more custodial staff, or purchase extra sanitizing supplies are students at higher risk as high touch areas cannot be maintained.

There is a lot of concern about how it would work for students in AP or NDC classes, and how they need labs. That is why a hybrid is needed, some classes need to be on campus, in a classroom, whereas others can be mostly remote. With a hybrid model, you can have activities that require a classroom done in a class, but activities such as reading can be done remote. If you provide a way for both social distancing and time in the classroom, it will work. The idea of what Arizona and some states are doing, squeezing the same amount of kids with crazy plastic walls that don't get disinfected enough doesn't work. That does not solve the concern of children need to socialize, because just being in the building does not mean they are getting to socialize. Something like the Arizona model is not good for a child's mental health. Please consider how any program decision may impact their health.

As a full time working single mother, I implore you to review the sick policies of the schools, the need for spacing that classrooms currently don't allow for. The current policies allow for parents to send sick children to school, and to often just provide Tylenol to get them past the first part of the day. I would ask that any on campus learning require more than once a day temperature checks. Also, any international travel by anyone in the household to require a 14 day quarantine. If employers with office staff don't feel it's safe enough to be that close, why should our children.

No matter what you decide, there is a definite need for teacher engagement. Many reasons people are hesitant for a hybrid model is because teachers didn't teach. They placed a lesson plan online and left the building. Teachers will need to teach and not use YouTube as the teacher. I again want to be clear that I am asking for a hybrid model of class, with no more than 15 students per classroom, with social distancing of 6 feet.

Thank you, Sara Phinney

**10.1 - Jen Houston June 8, 11:54AM**

To the Board:

I am deeply concerned regarding the recent choice of replacement for Superintendent of the SRVUSD, as well as the terms of the contract.

My understanding is this individual, although qualified in many ways, announced his intention to retire when parting ways from his last position. We do not need another late career administrator who has no interest in investing himself in the long term health and progress of our district. We need a leader who has experience, but who also intends to engage in a long term commitment. We have not heard about any other viable candidates and should be given an opportunity to provide feedback in this regard. As Board members who were voted in to represent our students and families best interests, it is incumbent upon you all to listen and formulate decisions with this in mind.

The Superintendent salary proposed is excessive and wasteful given the current poor financial position our district is in, with an expected budget shortfall in the millions. A salary of that level is earned through years of hard work and proven record of excellent performance within the district. To offer this gives the impression our district is desperate to fill the position without focusing on what makes sense financially. It is also highly irresponsible to allow in the contract the option to work outside the Superintendent role for income. The Superintendent role is a 100% full time position and should be the sole focus for a district this large.

Thank you for your time and efforts to make this decision responsibly.  
Jennifer Houston MD

**10.1 Suzy Kasad June 8, 2:09PM**

Dear Board,

I have read the proposed employment contract for Superintendent candidate John Malloy. I would like to request that the board add another level of performance review for sections 2.1.1. and 11 of the employment contract. In many industries, 360-degree reviews are common, in which the employee is reviewed not just by superiors but by subordinates as well. This should be the case for our superintendent, who is beholden to the board but actually serves a much wider audience. Our school principals are in a prime position to provide input on the superintendents' performance and should be formally included in the process. If it is not already, their feedback should be collected as input to the performance review.

In addition, I find it disheartening that our Superintendent is only expected to perform above satisfactory on 2 out of 3 (66%) of his performance reviews. I would like to see all three reviews having to be above satisfactory for a merit increase to be warranted, especially given our current budget climate. At the very least, it should be stated clearly that none of his performance reviews can be *below* satisfactory in order for the merit increase to be warranted. The Superintendent will already receive Tier IV Management increases, so this additional 5% should truly be *merit*-based. Our students and parents would not receive an award or a salary increase if they were performing at 66% in school or at their jobs. Setting the bar at 66% is not asking for or expecting excellence for our district.

Respectfully,  
Suzy Kasad

## 9.2 - Patrick Moran June 8 2:16PM

Hello, I am a parent of twins that attend Monte Vista. I STRONGLY BELIEVE that That Mr. Mendoza's (math teacher I think at SRV?) post on social media is EXACTLY what should be done.

I know my extended social group of parents are very much in agreement with this. Please read this below.

I worry about my children's ability to remain competitive in the "education market" as they prepare for college.

Please call to discuss further if needed.

Patrick Moran  
408-838-3951

\*\*\*\*\*

Hear me out. This is long and complicated.

Often times perfectly logical decisions can be made arising from a false or incorrect premise. I am afraid that our discussion surrounding how to reopen our schools has fallen into this trap.

I think we all need to question the underlying premise that COVID is as dangerous as we thought it was back in March. When this SIP started, we were told that there is a lot of unknowns and that we have to be cautious. We looked at very high infection rates and predictions of up to 2 million deaths in the U.S. alone. At the time, this SIP response was a fair and reasonable approach.

Unfortunately, it seems that everyone is ignoring the evidence that continues to pile up and we are still making policy decisions as if we haven't learned anything.

The more data that comes in, the more it continues to drive the fatality rate down to the level of a bad flu. I know this is not the flu. And I don't say this to minimize the pain and loss that families have suffered. This can be a terrible disease if you contract it.

However, the fact is that the fatality rate is trending to end up like a bad flu (recently reported by the CDC as 0.26%), and we have not closed our schools because of the seasonal flu before. We taught kids with runny noses, hacking coughs, seasonal flu, etc. and we soldiered through with good hygiene and hoped for the best despite pretty horrific death rates caused by the seasonal flu annually.

I avoid watching the news because it tends to sensationalize and make things seem worse with their headlines than they actually are. I can't tell you how many times I have read an article and by the time you drill down and read the entire article, the headline statement is not supported by the facts of the overall article.

I prefer to look at primary sources and make my own conclusions without the opinion of a news editor coloring the narrative. I don't look at the number of infections. The news will infer that this rise in the number of cases is dire news. But this number will always rise especially with more testing. But more importantly, the rise in cases actually increases the size of the denominator (I'm a math teacher) which makes the covid less dangerous - which is actually good news, not bad.

The data tells me that it's not dangerous teaching with our regular direct instruction schedule. The average age of deaths is 80 and those most at risk are over 65. In addition, the majority of the deaths were people who had underlying health conditions which compromised their immunity. Most of our teachers and certainly a large majority of our students are not in this high risk category. Add to this that some studies have indicated that children don't transmit the virus to adults.

So, this leads me to believe that most teachers are not susceptible to getting so sick that they will not be risking their health. But I understand that some teachers may still feel unsafe due to having underlying conditions that put them at higher risk like diabetes, heart conditions, asthma, morbid obesity, reduced immunity, etc., so maybe there is an option to allow them to teach remotely. Perhaps they can be matched up with any of our students/families who do not feel comfortable returning.

I don't want to get sick (with anything), but I do not fear getting covid any more than I do the seasonal flu. I actually think my wife and son unknowingly had it back in January/February; they were both REALLY sick with many of the reported symptoms. And I got sick with pronounced flu like symptoms also, but not as bad as them. I would get the antibody test if I could. And our family is not alone. I recall many extended absences in my classes earlier this year and there are many similar anecdotes from my colleagues and online. The evidence points to the notion that the covid went through California before we knew it and this may be part of the reason for such low numbers in California compared to New York.

Because the risk is so low, I do not believe a hybrid schedule is appreciably any safer than full time. Are we talking about a .26% (CDC fatality rate) vs .13% fatality risk by seeing half the students each day? But I don't think it works that way.

Considering one can be infectious for up to two weeks, I don't see how you avoid infection if you see all your students over a two day period. Unless there is a gap of two weeks between seeing kids, a teacher will have the same exposure. When it comes to infection, having a hybrid system is just window dressing to make people feel safer while trying to provide an education that is better than what was offered last spring.



So, some would say we should go with full distance learning again because it is safer. My response is safer for whom? Certainly, not our students. Our students' mental health has suffered greatly due to SIP. We have had significantly more than usual suicide attempts and 5150 reports with our youth. John Muir Hospital reported more suicide attempts in 2 months than they saw in an entire year. Domestic and child abuse rates have also soared during the SIP time as well. This SIP policy has put our students in harm's way and decreased their ability to learn. In addition, no one can convince me that their students received the same quality of instruction during SIP as they would have normally. I don't think anyone could even say it with a straight face.

Speaking from my high school teacher and parent of a High school student perspective, I think we should be back to school on our regular Classrooms this fall. But if there was a need to modify anything and all the high schools have to be on the same schedule, I would be in grudgingly would favor some form of a block schedule if that made people feel better. That would minimize daily contacts for teachers but would minimize the loss of instructional time and it could still provide preparation time for teachers.

Lastly, whatever discussions that are had about how to expect school to look like in the fall needs to be flexible and not etched in stone. What if over the course of the next two months that the virus becomes practically non-existent? I suspect the infection rate and death rate numbers will be WAY down locally and nationally come August. What if they are worsening?

We should have at least two plans. Red (lockdown), and Green (no lockdown) with perhaps a 3rd Yellow option in between which are informed by each other and allow for a transition between implementation of them all throughout the semester. And of the trends continue as they have so far, we should start with Green.

For example, I'm planning on doing a flipped classroom. Video lessons online for homework and then utilize Classroom time to do practice work, get 1:1 help, etc.. The flipped classroom model could be used in full lockdown mode (RED) all the way to being used in the regular classroom (GREEN).

Finally, there is some data that we must collect now. We need to know the comfort level of teachers if they were to return full time. We need to know the comfort level of students and parents as well. Once this data is collected, we can make better decisions.

Thank you for your time.

#### **10.1 and 11.3 - Beverly Kumar June 8, 11:28PM**

Dear Chair Marvel, Board Trustees and Superintendent.

Thank you for allowing me to comment on the following two agenda items.

#### **Agenda Item 10.1 – The New Superintendent Salary and Contract.**

Please consider your fiscal responsibility as well as how a salary of this proportion, for someone in the public service sector will impact our district for years to come. As your constituent and mother of two children in this district, I'm starting to feel as though we do not have a funding issue with our district--rather, we have a money management issue in this district.

#### **Agenda Item 11.3 – Approval of Purchases.**

This afternoon I was fortunate to be able to attend a Zoom meeting hosted by State Superintendent Tony Thurmond, Dr. Pedro Noguera, Distinguished Professor at UCLA; Sujie Shin, Deputy Executive Director, CCEE; and Dr. Daryl Camp, President, CAAASA for an important conversation advancing equity in crisis: Preparing Students For The Future: Addressing Covid-19, Distance Learning & Racial Justice.

Please re-evaluate the need of paying \$83,000 to policing and instead use that money to invest in building our communities up. Use your position to advocate that our local police departments should build relationships with our schools as a branch of their community outreach, not with a large portion of school funds. When there are minor infractions in the law we risk inducting students into the school to prison pipeline. This is too great a risk for our students of color as well as students with disabilities. Please share what services our school board directs the Town of Danville/Police Department to provide for \$83,000 that isn't already covered in the taxes in which California Tax payers already pay. Which budget fund is this money coming from in the district? What is the data on police activity and involvement on campus with students- including ethnic makeup and students with disabilities?

Thank you,  
Beverly Kumar

**9.2 - Len Schultz June 9, 12:24AM**

Hello SRVUSD board,

Thank you for listening to my previous public comments. I appreciate the effort and work you are doing during this crisis. This isn't what you signed up for, but I'm glad to have you working for our kids.

I would like to share my thoughts that it's critical we reopen in the fall, and have kids attend school 5 days a week for 6.5 hours, i.e the full schedule. Remote learning has been a complete failure. Not for a lack of effort on the part of the district and teachers: the effort was heroic. It's just a terrible medium to teach our kids. There is no accountability, no ability to ask, and no ability for teachers to read students and react. It doesn't work. Kids need to be in school, and need to be in school full time.

I'm concerned that the 6 foot "guideline" from CDE will cause you to pick a part-time learning approach, which will be detrimental to the academic, mental, and social development of our children. Every study I have read has shown that children are affected by the virus less than the flu, and that they do not transmit the virus. But it is clear that remote learning does significantly harm children. Trading our kids' development for "safety" does not make sense. "Better safe than sorry" logic doesn't apply when the "safe" approach does more harm than the "sorry" approach.

Plus working families will have to put their kids into child care. So any hope of having a partial school day exposing kids to fewer other kids will result in kids being exposed to more other kids from different communities. Not to mention what teachers would have to do to accommodate their own kids if they are required to be home while parents are teaching at school, which I'm sure you've heard strongly from your teachers..

I understand the CDE can only provide guidance. So I urge SRVUSD to make decision which best serves our children and keep them in school full time.

We will need to make accommodations for move vulnerable populations, and for families who are fearful of returning to school. I would suggest any "hybrid" approach be used to accommodate those populations with remote learning.

--len

**9.1 - Helen Chernne June 9, 1:08AM**

Dear Trustees,

After observing all the violence going on in our community and country in the name of Black Life Matter, I urge you to hold your ground in upholding ALL LIFE MATTER!!!

750 police officers have been injured and many died in the name of Black Lives Matter! Caving to the narratives of only Black Lives Matter endanger other lives and bring chaos and destructions to our communities!!!!

I support Black Lives Matter because ALL Life Matter! Therefore if "Black Lives Matter" means none-black lives do NOT matter, then I urge you to STOP this dangerous cult movement!

Why I cannot support BLM is their violent ways!

At 15:00 of the above video, a BLM says he is not afraid to use "FTP", which means "Fire to Property" and he thanked the cheap gas price to make FTP easy if Cuomo does not talk and cave to his BLM demand.....

Can you support this kind of violent movement by condemning all none-black lives and properties to no life and doormats worthy to be burnt in hell????

Please do NOT encourage or coerce our community nor students to donate to these violent criminals who can block cars on freeways and in the middle of streets and even kill black peoples during their looting feats! Imagine you cave and do away with our police and BLM stop you cold in the street to pull you out if your car, who do you call?

If they succeed in defunding the police and to replace it with 公安, which is Communist Chinese police called "public security" that Obama had talked about during his presidency, then you have helped murdering our great United States of America!

What is the difference between our local police and Communist Chinese "public security"??

The Communist Chinese "public security" listens to the Communist Chinese Party, so the municipal jurisdiction gets stripped of its sovereignty completely in our democracy which is supported by various checks and balances and thus we have our own municipal police force who do not take directions from the Federal government nor state government!!! If we do away with our local police, then we have zero power if Federal or state governments should become corrupt and evil!

Do you prefer the DemocRAT crazy lawmakers like Pelosi to send in the Communist Chinese Public Security to take over our local police?

Italy did! See video for yourself!!!

<https://youtu.be/WPhMER6adR0>

This "Defund Police" movement is not about racism, it's about communism!!!

Please stand your ground and say NO to Communism, Chinese Communism!!!! ALL LIFE MATTER and we need our police to maintain a democracy, American democracy!!!

Sincerely,  
A SRVUSD "ALL LIFE MATTER" SUPPORTER

**10.1 - Levia Sutton June 9, 6:00AM**

Dear SRVUSD Board Members,

Please, as you vote, remember the reason that you are there, the students!  
Please don't allocate an exorbitantly high salary to one individual when you can distribute some of those resources to our schools and therefore the children!

Please think about the community that you serve as you decide.  
Levia Sutton

**9.2 Marina Levitskaya June 9, 7:33AM**

Hello  
I think that schools should be reopened with no restrictions.

**9.2 - Karyne Ghantous, June 9, 7:44AM**

Hello School, City and County leaders,

I write to compliment your handling of the current pandemic and to urge you to disregard the crazy parents now demanding the reopening of our schools.

As I understand it, a group of Danville and San Ramon parents believe they have the pandemic expertise to declare the San Ramon Unified School District is safe for opening. While I am unclear on their qualifications to render these opinions, I would ask that the School District, City and County disregard their shocking demands.

Even if these parents somehow understand more about pandemics than what we are being told, what if they're wrong? Talk about blindly taking a risk. Every State that opened continues to have daily deaths and hospitals are starting to get pushed to their capacities. The math on this pandemic makes the consequence of opening inevitable—more are going to die until there is a cure.

What if even one child or teacher dies from the decision to reopen? It's like playing Russian Roulette and confidently putting our kids and teachers out there like soldiers.

While these parents may be willing to take this incredibly significant risk, many of us are not and we would not want to expose our students or teachers to a potentially life threatening environment so that these parents can proceed with their likely unsupported risk taking.

Teachers are not paid enough as it is. To force teachers and students to show up on campus would force them to jeopardize their lives. I suggest you encourage the parents who are behind this movement to form their own homeschooling program. If they are comfortable taking the risk, let them take turns hosting one another in their multimillion dollar homes instead of putting our kids and teachers in danger.

Thank you again for carefully evaluating this situation and successfully protecting our community. Some of us don't need to see the bodies splattered on the ground to understand that the parachute is working!

Karyne T. Ghantous, Esq.

**9.2 - Pam Ferguson June 9, 8:18AM**

Hello-  
I'm writing today for 2 reasons. First to thank you for your time & efforts to serve our schools & community and keep them safe & productive.

Secondly- to share my thoughts that reopening school in the Fall is critical for our kids' education. Many in our community concur. Please please look at this in a forwarding thinking matter- " how do we make this work." Yes we have a serious pandemic in our world ,but progress is being made & we need to look

at scientific data & psychological data when making decisions. Please see the excerpt below from a physician group.

Per this article - in summary, yes there are still risks, but extremely low transmittal rates for kids 18 & under. We need to look at safety precautions and how to make in-school doable for the Fall.

As you may have heard, the distance learning was unsuccessful for many reasons & not a fair or effective solution for our kids in the Fall. Please look at other districts who are looking to make Fall in-school work & share ideas. Please also look at colleges' potential solutions to make in-school Fall work. I will email you a link from a Great NY Times article about college task force leaders to make fall in-school doable - with safety precautions.

Finally- I recognize there is a Liability issue/ fear. It's unfortunate that we live in a litigious society. However let's be forward thinking. What are creative solutions? Perhaps offering an optional waiver to sign & say will not Sue if child gets COVID. I believe there are many in community that would sign.

Thank you for your time in considering these points.

Best,  
Pam Ferguson

Physician group article:

For those interested in actual data dissected from a renowned physician and epidemiologist, I copied this (with permission) from a physician Facebook group I am in with her. This is from end of April so there is likely more follow up data beyond this. From Dr. Jennifer Kasten, MD, MSc, MSc:

"Today I want to look at hard data (not modeling) for children and COVID-19. How do children function EPIDEMIOLOGICALLY in the pandemic? Do they become infected at the same rates? Do they transmit the virus easily to others? What could we expect to happen if we pack them in together?"

#### ARE CHILDREN 'SPREADERS,' OR VIRAL DEAD ENDS?

I've done a meta-analysis of 57 research articles and papers which describe actual cases and chains of transmission involving children. A meta-analysis is basically a school research project: read other people's papers, put them all together, and report on the findings. It's a little more involved, in that if there are numbers/denominators you can pool them. If Paper A describes 10 cases and Paper B describes 15, you can add them together and discuss all 25. It's a way to make small case series have more power.

WHAT PERCENTAGE OF CONFIRMED CASES\* OCCURS IN CHILDREN <18? It ranges between 1-5%. China & South Korea report in the 10-20 age band, so some of those are 19 & 20 year olds. In NYC, children <17 are 2% of cases. In the US at large, it's 1.7%.

\* TESTING BIAS: Are children more or less likely to be tested than adults? If children indeed have milder infections, then less.

DO CHILDREN GET AS SICK AS ADULTS, ONCE INFECTED? Absolutely not. Even in China- where the case definition was purely clinical and radiographic, so all of the mild/asymptomatic cases were ignored and where patients might not actually have had COVID- only ~6% had severe/critical disease, versus 18% of all adults. In NYC, the rate of hospitalization for adults is 31 times higher than for children, and there have been five pediatric deaths versus 8053 adult deaths. Children, when symptomatic, have similar symptoms as adults- cough, fever- but much more rarely progress to pneumonia. The cytokine storm is also very rarely observed.

WHICH CHILDREN DIE? Leaving aside deaths which are under investigation and were prematurely released to the public as COVID deaths, children who died appear uniformly to have underlying conditions. In one Chinese series of 171 pediatric cases, only one died- an infant with a torsed bowel and organ failure, who had been in the ICU due to complications of that surgical procedure, and contracted COVID.



IS THERE A DIFFERENCE BETWEEN YOUNG CHILDREN AND ADOLESCENTS? Besides the moodiness and the independent toileting, yes. While adolescents who contract COVID do very well, they have more adult-style pathology. They're the ones in the ICU on the ventilator, when that happens. They're more likely to be positive than younger children (showing again a steady relationship with age). And, as discussed below, they have been observed to transmit COVID-19 to each other (young children have not yet).

HOW ARE CHILDREN CONTRACTING COVID? The fascinating, and dominant, pattern in the Asian epidemics- which performed rigorous contact tracing and attempted to work out specific chains of transmission- showed that the HOUSEHOLD was the dominant unit of transmission for children, not the community/school. And unlike those of us who have come down with the latest and greatest day care plague as adults, it appears that mostly children are being infected by their parents, versus the other way around.

ARE CHILDREN TRANSMITTING COVID TO OTHERS?

One very detailed report from France traced an infected 9 year old boy as he went to school and had contact with 118 peers and community members. No one else became sick. The boy also was co-infected with two other respiratory pathogens.

There were eight papers which worked out chains of transmission in Asia\*. Only one appeared to show adults infected by a child (an infant in that case), out of 58 clearly enumerated and described pediatric lab-positive cases.

Paper 1 (Cao et al): 1/10 children infected an adult

Paper 2 (Park et al): 1 child, infected by adult, did not infect others

Paper 3 (Hu et al): 6 children, who did not infect others.

Paper 4 (Ji et al): Two family clusters described; children did not infect others

Paper 5 (Wang et al): 28/31 children infected by adult family members, others had community contact with infected adults

Paper 6 (Chan et al) 5/6 members of a family, and 1/2 children, became positive from an adult contact.

Paper 7 (Pung et al): describes case clusters, including an infant.

Paper 8 (Wei et al): describes the first 9 infants hospitalized in China, all of whom were infected by adult family members

\*Caveat: Families in South Korea and China are much more likely to have only one child, making sibling infection impossible.

In Iceland, with its universal testing experiment, 0 of the first 433 children tested were positive, which was interpreted as representing very low transmission among children. In Norway, 4 adolescents have been observed to transmit the virus to others, but none of the other first 406 cases of infection chains in that nation involved children.

DO CHILDREN HAVE SUBCLINICAL INFECTIONS WITH LOWER VIRAL LOADS? This is one theory- they have mild cases because they fight off the virus early, and never get rip-roaring viral titers. If that were the case, perhaps that explains why they rarely seem to transmit infections to others. There is good data to support this, at least in mildly/ asymptomatic adult cases: in a Chinese study looking at 76 patients, the severe cases had a viral load SIXTY TIMES higher than the mild cases.

But if that's true, it's definitely not universally true. In the first reported pediatric case in Singapore (an infant infected by both his parents and his nanny), a well baby was observed to have an extremely high viral load, both in his blood and on a NP swab. He remained asymptomatic but had detectable virus for 17 days.

RE: EPIDEMIOLOGY: WHAT'S RELEVANT TO REOPENING SCHOOLS?

- Is there a difference between younger children and adolescents

[yes]

- Do children pass the virus around to each other?

[not observed yet in younger children, BUT social distancing has been in place. The French boy is an encouraging anecdote, but remains an anecdote]

- Is an infected, asymptomatic child a risk to older/frailer family members?

[transmission to adults rarely but definitely observed. Children might have lower titers, but even some very well-appearing kids have lots of virus. The risk is DEFINITELY NOT ZERO].

The tentative conclusion is that children might well be viral 'dead ends,' by and large, but the risk of them passing on the infection to older/frailer people is DEFINITELY NOT ZERO. Denmark has been conducting its national experiment re: school re-opening for children Grade 5 and below for a week now, and other nations are planning to follow suit."

**9.2 - Jackie Waters June 9, 8:22AM**

Hello SRVUSD board,

Thank you for listening to my previous public comments. I appreciate the effort and work you are doing during this crisis. I would like to share my thoughts on reopening school for the 2020-21 school year.

I would like the board to consider resuming a full day of school on campus, 5 days a week for 6.5 hours, i.e the full schedule. Remote learning was a complete failure. While the teachers tried to best to get lessons online, there was a complete lack of structure and continuity all around. Each grade level did something different and that was different from neighboring schools.

My 2nd grader had the best experience of my 4 children. Her teacher was structured, organized, offered a daily interactive video lesson and small group book chats, while my 4th grader had one video call a week and my middle school boys had zero. Friends at neighboring schools were using completely different platforms than our school and that is not an equitable learning experience.

The 5th grade teachers at my site recorded lessons and held video calls plus 1:1 calls to check on students. My 4th grader had no recorded lessons and had to mostly work independently; again, not equitable.

For middle schoolers, they had no motivation- there was no accountability, no lessons being taught, no video calls so they couldn't keep in touch with their teachers and classmates, few teachers commented on work or even checked in with students. If a teacher marked my child with a zero, I would make sure they went back and completed it. My 6th grader had 2 teachers reach out to him about his work; my 7th grader had not one teacher reach out about his work, even though he had zeros.

My 7th grader has a 504 plan for ADHD, anxiety and OCD. His teachers all know that, yet none of them reached out. Their idea of distance learning went against everything in his 504, where assignments should have been chunked - not just 25 assignments thrown into google classroom. He also had check-ins or a reteach of material- well, there were no check-ins and definitely no re-teaching, as there was nothing being taught! I had to spend hours each day helping my oldest child and then go back and help all of my younger kids. His math teacher literally did nothing. There was nothing taught- just to ok khan academy or ixl and google formulas to figure things out.

I don't know if teachers were overwhelmed or knew they were going to pass everyone so they didn't put much thought or effort into their "classes?" If I had known, everyone would be passed, I would have had

my kids do khan academy, math worksheets, read books, draw and play outside. We would've been happier and stress free.

The bottom line is distance learning did not work and kids need to be in school full time. I'm concerned that the 6 foot "guideline" from CDE will cause you to pick a part-time learning approach, which will be detrimental to the academic, mental, and social development of our children. Every study I have read has shown that children are affected by the virus less than the flu, and that they do not transmit the virus. But it is clear that remote learning does significantly harm children. Trading our kids' development for "safety" does not make sense. "Better safe than sorry" logic doesn't apply when the "safe" approach does more harm than the "sorry" approach.

Furthermore, while it may "look better on paper" and placate families who are nervous to send their kids back, having smaller class sizes or a part time schedule does not make sense. While at school, you can control that those kids are only around 10-12 classmates each day, but that's where it ends. Those kids are going home to families where parents work outside the home, siblings who have been at different school sites, daycare, cousins, neighbors, teammates, and the list goes on. So any hope that a partial school day will expose kids to fewer kids is simply untrue. Not to mention what teachers would have to do to accommodate their own kids if they are required to be home while parents are teaching at school, which I'm sure you've heard strongly from your teachers.

I understand the CDE can only provide guidance. So I urge SRVUSD to make decision which best serves our children and keep them in school full time.

We will need to make accommodations for move vulnerable populations, and for families who are fearful of returning to school. I would suggest that those families have an option to continue distance learning. Perhaps teachers who are compromised can teach these distance classes through the district or one school site. So if Mrs X doesn't want to teach in person, she can work out of "x" site and do distance learning for all of the 5th graders who want to continue remote learning.

As a parent volunteer, I've also been very concerned about funding and budget cuts, especially the issue regarding Ed Funds having to pay up front for the entire year vs having a monthly payments. Ed funds have also been forced to cut staff from their budgets because there has been no plan announced, or proposed plans, for the fall. Will we need an art or music teacher if we're not back on campus? Probably not. I'm also worried about future fundraising efforts. I don't think we'll see the high donations as we have had in years past due to loss of work, kids not being back at school, leaving the district, etc. This is going to take a big toll on our schools and our kids. Our kids will be missing out on the arts and technology.

While some families may want a distance learning option, the majority of the kids should be back at school full time. A hybrid option does not make sense and will only cause more stress for working families to figure out rides and childcare. Plus the exposure isn't going to be any different. I'm sure parents who want to be back in school will happily sign a waiver to not hold anyone liable should their child get sick.

Please give our children their education back and get them back to school. All children, kinder through high school, deserve the opportunity to have a quality, in person education.

Thank you, Jackie Waters

**9.2 - Aparna Joneja June 9, 8:23AM**

Good morning,

Thank you for listening to the community in this matter. It is my opinion that we must have in person attendance at school this coming fall, even if this means attendance in person is not full time.

As we are all trying to navigate this new world it is important to remember the context we live in now and we must be mindful of social distancing and wearing a mask in public, our new normal. I am sure the district has contemplated this and will implement a safety protocol that the students, teachers and parents are all comfortable with.

Distance learning was a failure, there was no instruction from the teachers and the students were expected to learn on their own. Unless there is an overhaul in the distance learning format we are putting our children's future learning on the line.

Sincerely,  
Aparna Joneja

**9.2 - Jamie Beers June 9, 8:53AM**

Just sending my vote in- everyone is mixing, lots of parties and camps- time to get back to life. It will be even more so by fall, back to school, full time.

**9.2 - Jodi Shah June 9, 8:57AM**

I have two daughters that currently attend school in the San Ramon Valley School District. Middle School and High School. When reading through the State Superintendent's documentation with my younger daughter, she commented that she would kill herself if she can't return to school. Remote learning does not work.

The necessity of our kids obtaining an in-school education for both their academic needs and emotional well being seems to far out weigh the risks associated with Covid 19. We have seen the numbers and the associated science behind those numbers and the risk to our children if they don't return to school far outweighs the risk of Covid 19.

We need a plan A and a plan B. Perhaps Plan A is a full return to school, as normal as can be, with advanced safety precautions such as temperature checks and hand sanitizer in each classroom/facility. Plan B can be a hybrid model. If parents are not comfortable with having their kids return to school, they have the option to homeschool or explore the venture program depending on age.

I worry about the serious emotional toll this will have on our children if we do not introduce some normalcy back in to their lives.

Please listen to the parents and the community.

Thank you,  
Jodi Shah

**9.2 - Leigh Chronister June 9, 9:04AM**

Hello,

Kindly share how frightened we are for our kids - who all want to return to school.

My Type 1 will be entering 7th grade. She has wonderful friends full of energy, not unlike the majority if our kids.

How will you reinforce they wear masks and keep their hands to themselves?

Hybrid model sounds great if you can reinforce it.

Online schooling was a poor experience for us. Assignment were given but no teaching happened. The kids (many) failed to show-up for calls bc it was just social and little instruction. My daughter even failed a class bc she had technical difficulties and failed to tell me. And, the teacher - not once - sent an email to me asking why she hadn't submitted work. Very frustrating.

Please advise how to get kids back to school with utmost care for their health. Especially those who would most likely die from COVID19.  
Thank you!

**9.2 - Jen Wallace June 9 9:32AM**

Hello!  
Thanks for taking my comment ;)

For our family, we have two high risk people, one of them being my son, who hasn't been out of the house since March. I don't think school should resume at a normal schedule until we know that Covid is either contained or behind us.

If we have alternate school options, like 2 days for one group & 2 days for another group with a day of cleaning in between, I'd be more comfortable with that.

Or an option for high risk families to have online school rather than traditional school.

Although we did a great job mitigating the spread when school was closed in March (Fantastic decision) with 28 cases in the county. Now we have 1400+ cases, which doesn't make sense to reopen fully.

I'd really support the 2 days school, clean one day then 2 days for the next group. I know that there will be issues with child care and things like that, my husband and I both work full time also, but these unprecedented times call for unprecedented actions.

Thank you!

**9.2 - Julie Clor June 9, 9:33AM**

Thank you for your time and willingness to listen to our public comments and concerns. I appreciate the efforts being made to safely get our students and staff members back to school in the fall.

I would like to share with you my daughter's experience with distance learning this spring. I have a GATE identified, self-motivated rising 7<sup>th</sup> grader who is an only child and loved school. She works hard and truly loves interacting with her peers and staff members. This spring when school abruptly stopped, her desire to learn also stopped. Out of the 5 teachers she had during the day, only 1 ever communicated with the students in a form other than an email to send in assignments and that was her band teacher who was amazing. Her core teacher, science teacher, and math teacher had not one single communication with her outside of that email or posting assignments from mid-March on. Her days were spent alone in the house, as my husband and I are both essential workers, trying to navigate her own education with zero help. When the internet got slow or stopped, so did learning. If she did not understand a lesson, learning stopped. If she did not know how to log onto a platform, it was not done. She was fearful and became depressed and withdrawn. The district truly failed her and I am angry that her teachers had no desire to do their jobs or accountability when they did not. There was zero reason that her teachers should not have been online during the normal class hour for students that wanted or needed to log on for help or connection.

I am a research scientist and science simply does not back up keeping our kids out of school. There have been more flu related deaths to minors last year than COVID-19 deaths, yet the district does not make the flu vaccine mandatory or close schools during active outbreaks. When you look at the growing numbers of children who have gone hungry, been abused, neglected, have deteriorating mental health and those who simply cannot learn in a virtual environment you will see that the benefits of spending

these children back to school full time (6.5 hours a day, 5 days a week) is necessary. Other districts in the country are giving parents the choice to do a virtual program or in school program to provide choices, for each family and I would love to see our district do the same. Without this choice we are failing our students and creating a divide between those families who can stay home all day with their children and those who do not.

I understand the CDE can only provide guidance. So I urge SRVUSD to make a decision which best serves our children and provide them with a path to allow them to be in school full time.

Thank you for your time and attention.

**9.2 Noe-Marie Claraty June 9, 9:41AM**

Good morning,

I write concerning the return to school.

My family has high risk members, and even for the children who may not be considered "high risk," there is evidence that several weeks after active infection that children may be inordinately effected by a multi system inflammatory syndrome.

This virus is novel, and while facts seem to be inconvenient for many, we can't ignore the long reaching implications of a highly infectious and novel virus with projections for greater damage in the fall. Indeed, Texas reopened a few weeks ago and is now experiencing record highs in hospitalizations. As an aside, the WHO clarified a statement of a dr that said that asymptomatic transmission is rare. This was not the intended statement. Indeed, the WHO clarified today that somewhere in the neighborhood of 40% of viral transmissions occur in the days prior to any symptomatic expression.

When considering how to proceed, we must never forget that rapid spread will have a longer term and more detrimental economic and educational impact than will taking measures that seem like overkill to a percentage of our community. We also have to balance our willingness to allow our children and community members to be susceptible to death or lifelong complications at the hands of the district.

While an option for 100% distance learning OR in person learning is one touted by many (i.e. people saying "just keep your kid home if you'd like"), it is not an option for our family. I would keep my child home given the nature of the data, but we are a divorced family and my son's father and I do not share the same respect for scientific data or, subsequently, risk mitigation. In this vein, a cohort of 12 or less of kids on a m-th am/pm schedule with Friday remote learning or any every other week a/b block schedule (splitting the classes up) would be most prudent. Additionally, focusing on outdoor class and high air flow in the classroom would be wise.

Another approach not laid out in the state guidance, but worth consideration, would be to eliminate half days and nonholiday days off in the fall and spring, and letting kids out of school just prior to thanksgiving, until mid January.

Please consider the science and long range projections and date considerations, and not the noise of the masses of uninformed, emotionally driven parents. I don't want to die, have my children fall ill, or kill other members of our community (including my own parents).

Sincerely,  
Noe-Marie Claraty

**9.2 Louise Lang June 9, 9:42AM**

Good morning,

With regards to the Board meeting this meeting, I would like to express my support for in-classroom instruction for 2020-2021 school year.

I am concerned about our children's mental health - they need to be able to interact with other kids. For families that have health issues, they should be able to choose online learning instead.

Thank you,  
Louise Lang

**9.2 - Tom Seiler June 9, 9:54AM**

Dear President Marvel, Vice President Jewitt, Clerk Ordway, Board Member Mintz and Board Member Hurd:

I am writing to you all today to call for bold leadership to bring our students & teacher back to campus for in-person learning for the fall term.

Our son is a rising Freshman and will be at SRV in August and his experience with Distance Learning at Charlotte Wood was disappointing, particularly the lack of actual interactive instruction. The program basically boiled down to a pile of homework assignments that showed up is a series of emails from his various teachers each week with offers of maybe 2-3 hours of teacher availability by email or occasionally Zoom if needed. This can not continue.

It is very likely that we will not have a vaccine in meaningful quantity (hundreds of millions of doses) any time soon, if ever. We need to learn to how to deliver a quality in-person educational experience in an environment where the virus lurks. To do this, we need bold leadership from you all now. The District needs to avail itself of all resources at its disposal so we can rise to meet this moment.

**The survival of the District as we know it may depend on what we do in the next 60 days. We need to figure out how to get the kids back on campus in a meaningful way so the teachers can teach, the students can learn and just as importantly, the children can have their social, psychological and physical needs met.**

Fortunately, the District is blessed with amazing teachers, talented administrators and legions of parents ready to jump in and help. We call on the Board to bring the parties together, think boldly and develop creative solutions that provide the flexibility to deliver top notch education in an uncertain and changing environment.

The parents are here for you. Communicate with us. Engage with us. Ask for our help if needed.

Let's do this together. We must.

Sincerely,  
Tim Seiler

**9.2 - Wendy Dahlstrom, June 9, 10:01AM**

This is from a good friend & parent  
Ben Mendoza.

He is a Math Teacher @ Monte Vista!

The vast majority of parents @ SRVUSD on the website 150% agree with everything Ben says in his letter! Our Children NEED to be back in school for their mental, physical , & social well being! I studied

child psychology at Berkeley. This SIP has been 10 times more damaging to them than taking their temperature, & wearing masks at school! We are going to continue to speak out, & fight to get our kids back in school period!

Until a solid plan A, & B, are in place, & we can sign waivers, we are not going to back down.

Hear me out. This is long and complicated.

Often times perfectly logical decisions can be made arising from a false or incorrect premise. I am afraid that our discussion surrounding how to reopen our schools has fallen into this trap.

I think we all need to question the underlying premise that COVID is as dangerous as we thought it was back in March. When this SIP started, we were told that there is a lot of unknowns and that we have to be cautious. We looked at very high infection rates and predictions of up to 2 million deaths in the U.S. alone. At the time, this SIP response was a fair and reasonable approach.

Unfortunately, it seems that everyone is ignoring the evidence that continues to pile up and we are still making policy decisions as if we haven't learned anything.

The more data that comes in, the more it continues to drive the fatality rate down to the level of a bad flu. I know this is not the flu. And I don't say this to minimize the pain and loss that families have suffered. This can be a terrible disease if you contract it.

However, the fact is that the fatality rate is trending to end up like a bad flu (recently reported by the CDC as 0.26%), and we have not closed our schools because of the seasonal flu before. We taught kids with runny noses, hacking coughs, seasonal flu, etc. and we soldiered through with good hygiene and hoped for the best despite pretty horrific death rates caused by the seasonal flu annually.

I avoid watching the news because it tends to sensationalize and make things seem worse with their headlines than they actually are. I can't tell you how many times I have read an article and by the time you drill down and read the entire article, the headline statement is not supported by the facts of the overall article.

I prefer to look at primary sources and make my own conclusions without the opinion of a news editor coloring the narrative. I don't look at the number of infections. The news will infer that this rise in the number of cases is dire news. But this number will always rise especially with more testing. But more importantly, the rise in cases actually increases the size of the denominator (I'm a math teacher) which makes the covid less dangerous - which is actually good news, not bad.

The data tells me that it's not dangerous teaching with our regular direct instruction schedule. The average age of deaths is 80 and those most at risk are over 65. In addition, the majority of the deaths were people who had underlying health conditions which compromised their immunity. Most of our teachers and certainly a large majority of our students are not in this high risk category. Add to this that some studies have indicated that children don't transmit the virus to adults.

So, this leads me to believe that most teachers are not susceptible to getting so sick that they will not be risking their health. But I understand that some teachers may still feel unsafe due to having underlying conditions that put them at higher risk like diabetes, heart conditions, asthma, morbid obesity, reduced immunity, etc., so maybe there is an option to allow them to teach remotely. Perhaps they can be matched up with any of our students/families who do not feel comfortable returning.

I don't want to get sick (with anything), but I do not fear getting covid any more than I do the seasonal flu. I actually think my wife and son unknowingly had it back in January/February; they were both REALLY sick with many of the reported symptoms. And I got sick with pronounced flu like symptoms also, but not as bad as them. I would get the antibody test if I could. And our family is not alone. I recall many



extended absences in my classes earlier this year and there are many similar anecdotes from my colleagues and online. The evidence points to the notion that the covid went through California before we knew it and this may be part of the reason for such low numbers in California compared to New York.

Because the risk is so low, I do not believe a hybrid schedule is appreciably any safer than full time. Are we talking about a .26% (CDC fatality rate) vs .13% fatality risk by seeing half the students each day? But I don't think it works that way.

Considering one can be infectious for up to two weeks, I don't see how you avoid infection if you see all your students over a two day period. Unless there is a gap of two weeks between seeing kids, a teacher will have the same exposure. When it comes to infection, having a hybrid system is just window dressing to make people feel safer while trying to provide an education that is better than what was offered last spring.

So, some would say we should go with full distance learning again because it is safer. My response is safer for whom? Certainly, not our students. Our students' mental health has suffered greatly due to SIP. We have had significantly more than usual suicide attempts and 5150 reports with our youth. John Muir Hospital reported more suicide attempts in 2 months than they saw in an entire year. Domestic and child abuse rates have also soared during the SIP time as well. This SIP policy has put our students in harm's way and decreased their ability to learn. In addition, no one can convince me that their students received the same quality of instruction during SIP as they would have normally. I don't think anyone could even say it with a straight face.

Speaking from my high school teacher and parent of a High school student perspective, I think we should be back to school on our regular Classrooms this fall. But if there was a need to modify anything and all the high schools have to be on the same schedule, I would be in grudgingly would favor some form of a block schedule if that made people feel better. That would minimize daily contacts for teachers but would minimize the loss of instructional time and it could still provide preparation time for teachers.

Lastly, whatever discussions that are had about how to expect school to look like in the fall needs to be flexible and not etched in stone. What if over the course of the next two months that the virus becomes practically non-existent? I suspect the infection rate and death rate numbers will be WAY down locally and nationally come August. What if they are worsening?

We should should have at least two plans. Red (lockdown), and Green (no lockdown) with perhaps a 3rd Yellow option in between which are informed by each other and allow for a transition between implementation of them all throughout the semester. And of the trends continue as they have so far, we should start with Green.

For example, I'm planning on doing a flipped classroom. Video lessons online for homework and then utilize Classroom time to do practice work, get 1:1 help, etc.. The flipped classroom model could be used in full lockdown mode (RED) all the way to being used in the regular classroom (GREEN).

Finally, there is some data that we must collect now. We need to know the comfort level of teachers if they were to return full time. We need to know the comfort level of students and parents as well. Once this data is collected, we can make better decisions.

Thank you for your time.

## **9.2 - Shirley & Philip Wong June 9, 10:06AM**

Hello SRVUSD board,

Let us both echo the position below from a fellow San Ramon Valley unified school District parent. We agree with his position and therefore We are forwarding it to you and endorsing it as our own.

Please take our position below into consideration.  
Thank you Shirley and Philip Wong

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I appreciate the effort and work you are doing during this crisis. This isn't what you signed up for, but I'm glad to have you working for our kids.

I would like to share my thoughts that it's critical we reopen in the fall, and have kids attend school 5 days a week for 6.5 hours, i.e the full schedule. Remote learning has been a complete failure. Not for a lack of effort on the part of the district and teachers: the effort was heroic. It's just a terrible medium to teach our kids. There is no accountability, no ability to ask, and no ability for teachers to read students and react. It doesn't work. Kids need to be in school, and need to be in school full time.

I'm concerned that the 6 foot "guideline" from CDE will cause you to pick a part-time learning approach, which will be detrimental to the academic, mental, and social development of our children. Every study I have read has shown that children are affected by the virus less than the flu, and that they do not transmit the virus. But it is clear that remote learning does significantly harm children. Trading our kids' development for "safety" does not make sense. "Better safe than sorry" logic doesn't apply when the "safe" approach does more harm than the "sorry" approach.

Plus working families will have to put their kids into child care. So any hope of having a partial school day exposing kids to fewer other kids will result in kids being exposed to more other kids from different communities. Not to mention what teachers would have to do to accommodate their own kids if they are required to be home while parents are teaching at school, which I'm sure you've heard strongly from your teachers..

I understand the CDE can only provide guidance. So I urge SRVUSD to make decision which best serves our children and keep them in school full time.

We will need to make accommodations for more vulnerable populations, and for families who are fearful of returning to school. I would suggest any "hybrid" approach be used to accommodate those populations with remote learning.

Shirley and Philip Wong

## **9.2 Neil McCarthy June 9, 10:19AM**

Hello SRVUSD Board

Please find below my public comments with regard to the transition from TK to K as we move towards the new school year.

I have a child that attends Greenbrook Elementary and has been part of the TK class this last academic year.

When the day to day schooling suddenly ended in March so too did the daily interaction between the children.

It became immediately apparent how emotionally hard this was for many of them.

A key part of the TK program is to support the children in their social and emotional development and readiness for the K program and this was abruptly ended.

None of us know what the new school year will bring at this stage, And clearly there will be many challenges in terms of defining class size and class structure.

However I would like to bring to your attention the views of 50% of the Greenbrook elementary TK class parents in hope that our thoughts can be taken in to consideration when plans are being made with regard to class size, format and structure.

COVID 19 disrupted the school year, the TK goal to support in the social and emotional development of the children was also abruptly halted at this time. The children all had to return home knowing full well that the circumstances were unusual and strange, the children missed their friends and searched for certainties and consistency ....a large part of which is their friendship group.

When the children do return to school They are going to be faced with a large number of changes, new teachers, new ways of learning, new tools, possibly a mix of remote and on site teaching, having to maintain social distancing while learning. Pick up and drop off procedures will likely be different , access to the campus different with perhaps less classroom volunteers increasing pressure on the teaching staff. All of these factors play a role in the social and emotional development and welfare of the children.

What we are proposing is that to make the process of settling back in to the school routine emotionally and socially easier for the children, we look to keep one consistency as follows.

Where families desire, the children who are transitioning from TK to K are allowed to remain as a class group. Yes there are benefits to broadening a child's social circle, however there are also benefits in providing children with comfort in their surroundings and the emotional support of familiar faces.

The children would still benefit from a broader social circle while retaining the comfort of familiar faces easing their transition to a much different school year in every aspect.

Thank you for your kind consideration of this proposal.  
Neil McCarthy

## **9.2 - Ganesa Saur June 9, 10:28AM**

SRVUSD,

Due to my health issues and others in my home, including my children. We can NOT risk public exposures due to covid. Nothing right now is worth the risk of losing our life. That being said For 20-21 school year-

I do NOT want to be forced to send my children to physical school For the 20-21 school year & beyond without better control and treatment of Covid. I do NOT want to see Employees or Parents have to be put in a life risking situations. Parents and Staff should be given the choice of in home or in class instruction. NO ONE should be forcing a decision on anyone. Even if it's majority rules.

I am a parent of a Middle & High School students. I am a Teacher. Also, have been an Instructional Employee for SRVUSD for long enough to see Boards, Principals & Staff change. I have had a classroom of my own and have been a roaming Sub all over this district. I have been VP of PTA, Legislative Boards & on the Elac for ESL Community, as well as help in the over all Special Ed Dept. I've been part of helping schools earn their inclusion recognitions in multiple Districts for implementing creative inclusive approaches. I have had children graduate from our Cal High and become published Scientist. Mostly, I attended an Alternative College Prep School that did not use traditional classrooms, styles or grades. We used houses, living rooms, parks & everything the Bay Area has to offer for Learning Lesson. As well as, Parents and docents, and our Credential Trained Teachers. We allowed for the learning process to be something more than just a feed from somewhere. It has been my goal in life to help others realize the constraints public school "normality" does on the real brain growth & development. The current system is broken and does not work anymore. The systemic Teach to the masses can NOT continue when you are one of the largest districts in the state. You MUST give a variety of opportunities where one does not cancel out the other. Or where you have to sacrifice parts of a program when it's all one district in the end -ex. Venture no sports, or Honors allowed. Cal high, sports and Honors but can't independent study more than 2 classes. Why can't one be in venture and still try out at their home school for extra curricular stuff?

Just an example. In today's current age of Technology having live teaching and live stream concurrently is not a new or difficult process. I received my first online/ hybrid College degree in 1999. 20 yrs ago, the technology was there. I know I majored in it joining Technology to Education for a Personalized plan. I know this district can create a plan that allows for families to decide what exposures they want to allow. This is a public entity in a Democracy that all of our taxes pay into. Plans to address all options need to be available and put forward by staff who feel Comfortable going back into the classroom. Do not force students or staff Into choosing their life over a job or an education when there can be choices and alternatives.

I have had my own classroom and have been a Sub throughout this entire district during Flu Season. I have seen our classes on a good day and it's worst day, and still not be clean enough or stocked enough for our health and safety. I can give a list of schools where the Custodial Staff was not enough and the bathrooms the students use from k-12 are filthy & disgusting with blood in sinks from loose teeth to on toilets for the first menstration, used menstrual products & human poo left on floors to be stepped in. No proper garbage disposables in bathrooms of girls k-12 or soap stocked even though they begin to menstruate in later Elementary. Diapers from our Special Ed left in the bathrooms all week making the aroma too strong to enter. As a sub I have cleaned areas that for my own health & safety that I couldn't enter without harming my Autoimmune. Classrooms, Lunch rooms, bathrooms, staff rooms. We already have schools infested with cockroaches, fleas & mold, asbestos and chemicals. Although it might be safer over all for everyone to wear mask even without covid. I do NOT think our district is ready for opening up, unless it is being left up to each family to sacrifice some of their family members to covid for an education. As the numbers most definitely show a fall/winter outbreak again. My family will not be the test group for reopening. We plan to stay home and homeschool, if needed. Although many things have saddened me lately. I have hope with the new direction and insight our district will make opportunities that fit each family group, to allow for them to move forward as they feel fit.

Sincerely a Concerned Parent and Staff,  
Ganesa Saur

**9.1 - Laura McClure June 9, 10:36AM**

Good Morning,

Why is the district changing the payment schedule for the schools' Ed Funds to contribute to the salaries of classified employees? By requiring prepayment, instead of the historic payment schedule, many schools will need to eliminate office staff, libraries, pe teachers, and classroom paraprofessionals. This will drastically decrease the quality of education. This change seems to only benefit the district, not the students. Please, serve our students!

I fully expect the district to spin this issue. I feel like the district is going to blame Ed Funds for not financing the classified employees, when the problem is actually rooted in the new requirement of "pre-payment".

Now more than ever, the community needs transparency.  
Laura McClure

**9.2 - Danielle Esposito June 9, 10:44AM**

Dear SRVUSD Board,

Thank you for everything you have done during this odd time in the world, your effort, as well as the individual schools, teachers, and staff, have not gone unnoticed.

I am writing to encourage you all to consider how highly crucial it is to reopen schools in the fall full time. While I think the district and teachers worked well to send a remote learning schedule during the last 3 months of school, I don't believe it is practical for a long term, or even another short term solution.

There is very little accountability with remote learning. Students have no ability to ask questions to their teachers, playing email tag is not the way it should be. Yelling over classmates during Zoom meetings should not be the way to have to get your teachers attention. There is no way for the teachers to read the moods of the students like they do in person and see that they are struggling.

I am afraid of the rules that may be made for in person learning due to the CDC "guidelines". These are guidelines. Keeping kids 6 ft apart at all times is unrealistic. How are you going to fit all the kids desks 6 feet apart when the classrooms are already crammed as it is. PE, recess, etc are crucial for the kids, especially the elementary school aged kids. Masks are very unrealistic too. They will be even more of a distraction than they will help. I take my 12 year old stepson to the store and the entire trip he is messing with his mask, complaining it's hot and hard to breathe. Make that rule optional for those who feel the need for them. It is important that all parents teach their children good hygiene and hand hygiene but masks, again, are unrealistic.

I also believe the remote learning environment is not going to allow kids to thrive. First of all, not all parents have the ability to work from home. Then what do we do with those kids who are too old for daycare but too young to stay home alone? Most have to go back out to work to make an income for their family. Those able to work from home have daily tasks and goals to meet; making it extremely difficult to help your child/children with learning. Siblings also make it extremely difficult to have a successful learning environment. They are distracting and things like an infant crying are not something parents can control. We have become the teachers where we are not trained in. We have become a lot of titles where we are not trained in and it is very difficult on the parents end. Mix that together with the children's emotions and change they are going through and it's a daily disaster.

Most importantly, those with IEPs, like my step son, are NOT getting the support and guidance they need. Weekly check ins are not enough, especially remote when you can't see the child's emotion and struggle on the other end. It is too difficult to show that they are meeting their goals when a parent is sitting next to them all day helping/doing their work with them.

There are many more reasons as to why I believe a hybrid schedule is not realistic nor will allow our children to thrive. My main concerns are they need to be kids, they need to be around friends, change the scenery daily, and have some normalcy back in their lives. Unrealistic rules will not bring normalcy back to our children who are struggling. Not all homes have the ability to remote learn successfully in a good educational environment with helping hands. And lastly, IEP students are not getting the resources and support they need to succeed.

Please highly consider having our children attend school for a great education 5 days a week for 6.5 hours a day. Majority of children have thought they've been on summer break since mid March, which just goes to show that they themselves aren't taking remote learning seriously, no matter the input from their parent.

Thank you,  
Danielle Esposito

**10.1 - Jen Juroff June 9, 10:50AM**

Good Morning,

Please help us understand why we are hiring a retired administrator out of Canada that is retiring with full pension for another short term period. Please address this at the meeting today June 9th. Tell us what objectives and goals you have set out for John Malloy to accomplish in the SRVUSD.

As it looks today, the decision does not appear to be in the best interest of the Students, Teachers, or community of SRV.

Will we be on the hook for another round of significant pay raises, and pension funding? Could we consider adjusting his compensation to performance?

Please share with the community why the board short cut the hiring process, skipping or short cutting steps, and what was done to engage the SRV stakeholders in the decision?

The BOE is an elected position that is supposed to work in the community's best interest, it is not feeling that way today as you once again vote on another extremely high compensation package not based on performance.

Thank you.  
Jen Juroff

Jen Juroff June 9, 11:16AM - Additional comments

Hello,

On the agenda tonight is Reopening together; preliminary stakeholder feedback.

Would you consider putting together a Stakeholder Task Force including community members to ensure parents and students have a voice in the Fall Reopening Plan?

Additionally, please clarify what stakeholders and how have they been engaged, is this simply through the survey that was sent out?

I have three daughters in the SRV school system and I am very concerned about the path this reopening is taking and the impact on the children in our district.

Jen Juroff

## **9.2 Xinchuan Huang, June 9, 11:05ASM**

Honorable Board Members,

My daughter is a student in Windemere Ranch middle school, and I am a current member of the school site council. I am writing this email to ask you adopt the mixed method for the coming Fall semester. This is also based on my observation in social media groups consisting of hundreds of parents living in our school district, such as including Diablo Vista and Gale Ranch, pine valley. As far as I read, majority parents understand the need of those families who prefer the children back to school asap. At the other hand, it is also necessary to protect the vulnerable member of our community. If our district can allow us to have these options, we believe every family can make their own best choice. However, many parents said they still prefer online classes instead of self-study plus guidance one or two hours a week. I cannot speak for high school. But for elementary and middle schools students, teacher-led self-study seems requiring much more self-control and motivations. Please consider providing online classes a viable solution for those in need.

Thank you!

Best wishes,  
Xinchuan Huang

**9.2 Citika Chhabra, June 9 11:17AM**

Hello,

I have a question regarding continuity of online school during 2020 Fall school year. Many families have high risk individuals living in the household they are not comfortable sending their kids to school. Would those kids be given an opportunity to continue 100% online education this fall

Regards,  
Gitika Chhabra

**9.2 Veronica Menta June 9, 11:21AM**

I am sure your inbox is full for today's meeting but I also wanted to express my concerns for the 20-21 school year.

I understand that the district needs to follow the protocol of the county and the state but it doesn't make sense allowing the kids to go back on a limited basis. Parents are allowing their children to see friends now and lessening the reigns on social distancing. If they allow 12 kids per class, does the district really think that other families aren't going to get together for play dates, sports, social interaction? Families are stressed as it is and so much screen time is doing more harm than good. All of us are going through screen detox with our children. My TKer had so much screen time for her online learning as did my 1st grader and 4th grader. These children are not only going to need antidepressants because they don't get to socialize with their friends, they are going to need glasses, Tylenol for migraines and we are doing a disadvantage to the future. Our children should be back in school full time and following strict guidelines for washing hands, staying home when sick, taking temperatures is fine but needs to be taken more than once if high. On several occasions mine has been checked before entering somewhere and it was high because it was hot outside and I needed a minute to cool down. Our teachers also can't handle all of the planning this will require. When is their free minute? I am also the PTA President at Rancho Romero and our school and many other schools in the North are losing families due to the way the district is being run. I could go on and on but there is no reason why our children can't be back in school full time with modifications. And if parents aren't comfortable with that, that is their choice. But public education which we pay high taxes for is letting all of us down. We moved here for the school district and folks are going to be moving away. The leaders need to take a serious look at what they are doing. Asking EdFunds to pay in full before school starts? Ridiculous! I am part of our auction team and my husband and I donate generously but not to be blindsided by these type of requests. I am very disappointed to say the least.

Thank you,  
Veronica Menta

**9.2 Kristin Lineberry June 9, 11:24AM**

Dear SRVUSD Board Members-

My name is Kristin Lineberry. I am an 8th grade math teacher at Diablo Vista Middle School. I am also a parent of a 2019 MVHS graduate and I have two daughters who will be a Senior and Freshman at MVHS next year.

As you consider the plans for reopening our schools next year, I plead with you to offer some sort of on campus option for our students. Our high schoolers especially are suffering tremendously and need to be

back in school. Full time would be ideal, but if that can't work, then they at least need part time. Remote learning did not work for my children. It also did not work for many of my students. In my experience as an 8th grade math teacher last school year, remote learning only worked for those students who were already highly motivated. I lost touch with many of my neediest students and that was heartbreaking for me as a teacher.

I am ready and willing to go back to my classroom to work full time. I am a teacher, it is my passion, and I want to do my job to the best of my ability.

I understand not all parents feel the same about sending their kids to school. Can we offer parents the choice? Could we offer an independent study program like Venture (taught by teachers that don't feel comfortable being in school)? And then offer in school learning for the many many parents that want to send their kids back to school? I will be happy to return to school and teach in my classroom. Thank you for your consideration.

Sincerely,  
Kristin Lineberry

**9.2 - Ben Mendoza June 9, 11:31AM**

Please consider the state guidelines for what they are. They are guidelines and not mandates. The state Superintendent has regularly stated that it would be up to local school boards to determine what re-opening the schools will look like.

Since many district decisions are driven by fear of lawsuits, please review the California Health and Safety code section 120290. It states that individuals can be held liable for a misdemeanor if they willfully expose another person. As I read it, since the district is not a person, they cannot be held liable.

Our students need to be in the classroom. Studies indicate that young people do not transmit the disease between each other. Our students' mental being is at risk as result of being cooped up.

How much more crowded will the schools be compared to Home Depot? There are thousands of people that are processing through that building.

Speaking to a potential Hybrid system, do we really think our high school students will not interact with each other on their off days? Giving them freedom to roam the town does not help reduce possible infection rates. We probably have a better ability to control movement and contact if students are all on campus with proper hygiene.

**9.2 - Ying Huang June 9, 11:44PM**

Hi,

We have two kids in DVHS, one is a rising junior, the other one is a rising sophomore.

Last school Spring semester remote learning from Apr to May, is self-study, not really teaching. Kids study by themselves.

For the incoming 2020-2021, we hope school can change, to do real teaching. We are fine in-class mode or mixed mode, but remote learning needs to be real, teachers teach and call out student names to ask questions. For Junior and Sophomore kids, we cannot afford another school semester without learning.

Hope things will get better soon.



Thank you for your consideration,  
Ying Huang

**9.2 - Nicole Horder June 9, 11:50AM**

I would like to know how parents can become a part of the "reopening together" Plan and committee to help our students return safely to school. I would like to submit my name, Nicole Horder, as a candidate to represent our parent community. I have three students in the district and have volunteered at every level in different capacities. I work well with teachers, admin, students and parents. I have a passion of building community and bringing together all groups and ideas to find common ground and productive solutions. Thank you for your time and consideration!  
Nicole Horder

**9.2 - Amber Hamblin June 9, 11:55AM**

Good Morning

I am 100% in favor of students being back on campuses for in-classroom learning in the fall. I'd like them on campus 5 days per week. Students deserve and should receive an engaging, inspired, immersive learning experience, not distance "learning". My children did not learn much of anything the last three months of the school year, and not for lack of trying. Our teachers made a huge effort and should be commended for the time and energy they put in to a plan for crisis learning. Children just don't learn as well, sitting in front of a screen without interaction with instructors.

Will it be easy to implement plans to get back on campus? No, of course not. It will be a lot of work to prepare for, but strong leadership doesn't throw in the towel when presented with challenges, they seize the areas of opportunity and get creative. They do whatever it takes to ensure students are receiving the very best education possible. They do what's best for the whole child, taking into consideration social and emotional development.

I would like to see a task force comprised of local teachers, principals, parents and pediatricians work on the nuts and bolts of what school will look like in the fall. I'd like to see more frequent hand washing and smaller class sizes for increased distance where possible and increased sanitization of frequently touched surfaces. I think students should continue with PE and recess. It's what's healthy for their bodies and their development. Thank you for your work on this, as well as your consideration.

Thank you  
Amber Hamblin

**10.1 - Lisa Mittone June 9, 12:10PM**

I am writing regarding tonight's vote - I am beyond upset to hear that during this financial crisis our district is hiring a superintendent at an outrageous salary while our students continue to suffer due to funding cuts. The district is asking in the same breath for Ed Funds to pre-pay our commitment letters while they cry the money blues regarding budget cuts. I hope that you the BOE stands up for our students, realizes that these salary's are outrageous and for once listens to the community! We DO NOT want a superintendent hired that makes over \$340K, what we want is our kids in school with the necessary funding.  
Lisa Mittone

**9.2 Camille McCunney June 9, 12:33PM**

Hello SRVUSD board,

I would like to share my thoughts that it's critical we reopen in the fall, and have kids attend school 5 days a week for 6.5 hours, i.e the full schedule. Remote learning is not effective for elementary-aged students.

I'm concerned that the 6 foot "guideline" from CDE will cause you to pick a part-time learning approach, and you will attempt to limit children's exposure to lessen the risk of infection, This will be futile. Most children in our district are already being exposed to their extended families, friends, day camp, sports practice etc. There is no way to police this and doing it will likely expand the children's exposure circle because most parents will put their children in additional after school childcare activities. So any hope of having a partial school day exposing kids to fewer other kids will result in kids actually being exposed to more kids from different communities. Not to mention what teachers would have to do to accommodate their own kids if they are required to be home while they are teaching at school, which I'm sure you are also working to address.

I understand the CDE can only provide guidance. So I urge SRVUSD to make the decision that best serves our children and keep them in school full time.

My children are entering K and TK this year. I cannot see myself sending them to school through the district if some of the rumored guidelines are put in place ( partitions between children, masks for small children, no playtime). We have one of the best districts in the state, my husband and I donated Thousands of dollars to the school this year just to find out that all the supplemental programs we and other parents donated towards will be cut/abolished.

If you do decide on a distanced learning ( and I hope you don't because I know you will majorly loose enrollment and then have to make more cuts) please please find a way to keep the school libraries open to students. Can we at least provide books to keep our kids reading?

Also more closely to my heart and probably you and the rest of the board --- please, PLEASE find a way to get the food provided by the lunch program to the students (preferably in food form that cannot be spent on food not for the student by their caretakers) . The kids can't drive to school and unfortunately, there are parents that cannot / will not take them. Those kids are the kids that NEED you to open the schools, their teacher maybe the only person that "sees" them. With child abuse/ neglect/ sexual abuse on the rise this should be a huge reason for you to push to open schools. Those kids need their teachers more than anyone, and shame on everyone who is conveniently forgetting about these children in our own privileged communities that are potentially struggling to live right now.

Obviously the district will need to make accommodations for more vulnerable populations, and for families who are fearful of returning to school. I would suggest offering them a distanced learning option that can be taught by any of the teachers in the district that are uncomfortable returning to school.

Our district's parents will find a way to fund any actually needed resources (face shields, thermometers, etc) to safely and effectively open the schools.

Thank you for your consideration. Please make a decision that is best for our children's continued learning.

Camille McCunney

**9.2 - Holly Moore June 9, 12:34PM**

Good morning,

I understand that the Board of Education meeting tonight will begin to discuss going back to school this fall.

I am immunocompromised and support making decisions based on medical data and safety. At this time, I do support going back to school with masks for protection, frequent hand washing, hand sanitizing stations, and distancing in situations where it is possible. I have children in all three levels of education in our district - elementary, middle and high school. My middle school student is on a program and lost all support as of March 13, 2020.

· One consideration, of many, that is missing in all plans that have been discussed is that **“one size fits all”** may not apply to all educational levels. Elementary age children are far more likely to come to school sick than children in middle and high school. Elementary school children are less likely to be at an age where parents feel comfortable leaving the children home alone, and therefore, will instead be taken to school. Middle and high school students are older, and parents may feel more comfortable leaving them home alone if they need to go to work.

· Missing school days becomes vastly more difficult in middle and high school. Instructors have, in my experience, had great difficulty resolving grades for makeup assignments in School Loop. This can make a missed day/missed assignment take weeks (or more) to resolve in the gradebook, which causes the students (and parents) added frustration. Part of the program needs to include **better solutions for missed days at school**, including the ability to complete missed assignments online so that items are graded at the same time as the rest of the class that was in school when work was turned in. This would encourage children who do not feel well to *not come* to school, knowing that they would be able to make up the missed work from home.

· The SRVUSD needs to do a **better job with online learning**. A program that is not working cannot be instituted as the sole means of education for our children. When SRVUSD schools closed after March 13<sup>th</sup>, we went on “vacation” for a week. The private schools in our area started online learning on Monday, March 16<sup>th</sup>. They were prepared to be teaching the children. While the teachers did the best job they could do with what they were provided, the District was not prepared. For a school district of this size, this is not acceptable. Private school students completed all work that they were supposed to this Spring, and received letter grades for their work as well.

· Another consideration to be discussed is the **schedule**. Many colleges nationwide are modifying the fall schedules so that instruction is complete as of Thanksgiving break. Breaks during the fall semester have been cancelled to discourage travel off campus during the Fall term. Knowing that the District instructional calendar cannot be changed for 2020-21, a consideration could be made for online learning and/or a hybrid schedule as of December 1, in an attempt to decrease the number of days that children are on campus. This would also decrease the interaction between students when travel may have occurred over the Thanksgiving break. I would also recommend that the SRVUSD remove teacher work days during the quarter. These days lead to more children taking time off (long weekends) for travel, which facilitates transmittal of illnesses and further absences. The scheduled teacher work days should be moved to the end of the quarter/semester to allow the teachers their days, while not encouraging transmittal of illnesses and school absences.

I understand that this is an ongoing conversation; however, it is also June 9, and school starts in 60 days. I hope that the SRVUSD can come to a solution that makes sense, while doing their best to keep everyone safe.

Thank you for considering my thoughts.

**9.2 - Kelly Gomez June 9, 12:21PM**

Hi—I was told we could send an email to you for public comments for tonight's meeting. Here is mine:

Thank you for all of the hard work you've put in during this unprecedented time. This has been tough for all of us. However, the unknown is the hardest part.

The options being discussed are all complicated in their own ways, and the fact that the fall semester is filled with so many unknowns means that the plans may change as the fall school year starts/progresses. The only way to eliminate the possibility of having kids start school and then having to close is to just plan for the first semester to be remote learning only. If the district was to make that decision, to do the first half of the year remotely, then we'd ALL be able to plan for it. No back and forth.

The biggest benefit of making that call is that the district could begin NOW with creating a successful remote learning plan. There are so many programs available to tap into, and the district/teachers could focus all of their planning time AND funds into doing ONE THING RIGHT! I'm afraid that planning for hybrid programs and also the parent choice for remote learning AND the possibility of having to do ALL remote learning if the virus dictates it, means that everyone's efforts are too scattered and spread thin. Teachers cannot plan for both in class and online learning well at the same time! It'll just be a mess.

You aren't going to make everyone happy no matter what you do. Focus on one sure thing that you can do well and then do it well. There's no way you can plan for 100% "normal" school. Just do remote learning and then, in order to take care of our kids' social emotional needs, make sure it incorporates online classes with other students, and even incorporate some in person social distance social opportunities for kids occasionally.

Thank you,  
Kelly Gomez

#### **9.2 Jessica Matson June 9, 12:51PM**

Good afternoon, I am the parent of two SRVUSD elementary school children and community member. My Mom was a 1st grade teacher in SRVUSD for 28 years. I appreciate everything that you all are doing to lead us through this unprecedented crisis.

I strongly encourage the Board to consider opening the schools fully and in person in the fall, at full M-F schedules. Remote learning did not work for us, despite the teachers best attempts at keeping the connection and making the assignments fun, they did not further my children's education. Only a return to a classroom setting, with friends and recess and being with their teachers and classmates in person, will keep them engaged. Not to mention, it will be much healthier for them mentally and emotionally. We know that elementary kids, especially, need to learn the social skills, just as much as well as the academics! Human beings are hard wired for social connection and I fear the board will be too conservative with their measures for the fall, such as part-time days, social distancing at outdoor recess and more remote learning. Our kids and teachers need to be in school to do what they do best and to have an effective learning environment.

I welcome additional safety and cleaning procedures while returning to full-time school, such as temperature checks, hand washing routines, strong recommendations to get the flu vaccination before Fall..but we must go back. My elementary school children cannot do remote learning next year without getting way behind. This will also help to limit the severe economic impact the pandemic has already had on the families in our community.

I encourage the board to make a decision to return to full-time school for healthy kids and teachers and for our community.

Thank you

Jessica Mattson-Jordan

**9.2 Jenny Lee June 9, 1:15PM**

Hi,

I appreciate you taking them time to read my note re: my concerns with continued distance learning. I am one of the families whose experience with this approach DID NOT work. Here are some of the reasons why:

- \* Little to no accountability for finishing assignment
- \* Very infrequent online interaction with teachers
- \* Mental health: my son is a student who suffers from anxiety/depression. Not only does going to school help manage the nervous twitches he develops during stressful times, but it motivates him to learn.

As we've begun to learn more about this virus, we are seeing that COVID has a very similar effect on our children as the flu. We have never stopped in-school learning during flu season. We cannot put the lives of our youth on hold until a vaccine is developed. However, I do think we can be smart about it - and if that means children wear masks, then I'm in support of it.

Distance learning did not work. I'm extremely concerned that a part-time learning approach for our children will fail too. Kids need to be in school and to get real-time help from trained teachers. My 9-year-old son told me "I didn't feel accomplished because when I had a problem with my work I couldn't raise my hand to ask my teacher." We will continue to make them feel unaccomplished with distance learning. Not only is this harmful for their current development but it will continue to harm them throughout their future.

I understand that there will be some families who prefer to homeschool their children. I applaud them. But I don't believe that our district should cater to that smaller population of families. We should work towards a solution that allows our children to continue to learn in the best method possible, which is in-class 5 days a week. I think temperature checks (perhaps we have parents log online prior to going to school?), having sanitizing stations throughout campuses and masks if necessary are the precautions we need to take. Continuing to lock-down is not a healthy option.

Thank you very much for your time!  
Jenny

**9.2 - Sara Mai June 9, 1:19PM**

Dear Board of Education Committee members, below is a recap from a few of our parents' feedback regarding the remote learning/online class/in-person class options:

1. Remote learning in the past few months is not so effective in overall. The students are not quite engaged through remote learning, which is similar to the self-study.
2. Online classes (not just remote learning) through Zoom could be an option in conjunction with the in-person class. For example, the teacher can conduct the class as normal in the classroom. The students will have the option by either attending the class in person or attending online. There will be some coordination required for social distance. We double that all students will follow up strictly to wear masks on campus. There should be some guidelines set up if students want to attend an in-person class.
3. The options of online or in-person options might be various for elementary/middle/high schools due to the self-discipline by ages and the class contents.
4. It is important to use letter grade instead of pass/fail regardless of which options that we use.
5. Online class through Zoom etc is very popular in summer camps, tutoring class, etc. which approves work well.

Sara

**10.1 - Brian Trouette June 9, 1:21PM**

Dear Mr. Marvel and board,

I am shocked and dismayed by the decision to increase salaries in a time where the public is seeing a reduction in revenue and income in just about every sector.

I have served on the Learning Fund of Twin Creeks from Kindergarten to 5<sup>th</sup> grade and most recently at Iron Horse for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. My intent was to be involved at Cal High when my daughter attends next year. For years, I have worked with our school families to raise money to offset funding shortfalls. Given this recent development, I feel the trust I've had in our district is naïve and misplaced. This decision of yours is evidence that the relationship between the community and the district is not a partnership. The attitude of entitlement involved in this decision is staggering.

On June, 3, 2020, we had an emergency Learning Fund meeting for the Iron Horse fund. We were told by the district that we need to fund sections with our reserves up front because the district can't guarantee our teachers will have jobs in the coming year. I serve as the Vice President on our board. My advice to the board was to fund nothing until we know what the school year will look like. If it were up to me, I'd have the Iron Horse board spend down to \$0 per our charter and retire the non-profit. Personally, I am done serving the district. I cannot ask another parent to bolster an underfunded school district when the administration feels entitled to monies better used on the students.

My advice to you all as board members is to consider your next actions carefully. From my perspective, increasing administrative salaries while cutting services seems a dereliction of duty and mismanagement. I had a conference call with several school fund members today, June 9, 2020. I am not alone in my assessment. Please reconsider your current course.

Regarding your vote this evening on the salary of the new superintendent, I believe at \$340k salary is excessive. Why not use 100k towards a teacher? That would still put your employee in the 95 percentile range in the US. If the superintendent feels he is worth more, he can stand in a line with the school funds at the beginning of the year. I'm sure when parents are funding the library, computers, and basic school needs, they will be happy to supplement his income.

Sincerely,

**9.2 - Kindra Brusseau June 9, 1:59PM**

My 3 kids at DVMS and MVHS learned NOTHING in Spring. The plan did not work and is not serving our children's mental or educational needs. We failed our students and I'm 100% in favor of returning to regular schedule in the Fall, perhaps with improved access to hand washing or antibac usage. These kids need real teaching instruction, they need face to face time With teacher, counselors and friends. I love the ideas that Ben Mendoza lays out with his flipped classroom proposal.

Please consider the wise Words of Ben Mendoza Re: implementing Fall return to School.

Often times perfectly logical decisions can be made arising from a false or incorrect premise. I am afraid that our discussion surrounding how to reopen our schools has fallen into this trap.

I think we all need to question the underlying premise that COVID is as dangerous as we thought it was back in March. When this SIP started, we were told that there is a lot of unknowns and that we have to be

cautious. We looked at very high infection rates and predictions of up to 2 million deaths in the U.S. alone. At the time, this SIP response was a fair and reasonable approach.

Unfortunately, it seems that everyone is ignoring the evidence that continues to pile up and we are still making policy decisions as if we haven't learned anything.

The more data that comes in, the more it continues to drive the fatality rate down to the level of a bad flu. I know this is not the flu. And I don't say this to minimize the pain and loss that families have suffered. This can be a terrible disease if you contract it.

However, the fact is that the fatality rate is trending to end up like a bad flu (recently reported by the CDC as 0.26%), and we have not closed our schools because of the seasonal flu before. We taught kids with runny noses, hacking coughs, seasonal flu, etc. and we soldiered through with good hygiene and hoped for the best despite pretty horrific death rates caused by the seasonal flu annually.

I avoid watching the news because it tends to sensationalize and make things seem worse with their headlines than they actually are. I can't tell you how many times I have read an article and by the time you drill down and read the entire article, the headline statement is not supported by the facts of the overall article.

I prefer to look at primary sources and make my own conclusions without the opinion of a news editor coloring the narrative. I don't look at the number of infections. The news will infer that this rise in the number of cases is dire news. But this number will always rise especially with more testing. But more importantly, the rise in cases actually increases the size of the denominator (I'm a math teacher) which makes the covid less dangerous - which is actually good news, not bad.

The data tells me that it's not dangerous teaching with our regular direct instruction schedule. The average age of deaths is 80 and those most at risk are over 65. In addition, the majority of the deaths were people who had underlying health conditions which compromised their immunity. Most of our teachers and certainly a large majority of our students are not in this high risk category. Add to this that some studies have indicated that children don't transmit the virus to adults.

So, this leads me to believe that most teachers are not susceptible to getting so sick that they will not be risking their health. But I understand that some teachers may still feel unsafe due to having underlying conditions that put them at higher risk like diabetes, heart conditions, asthma, morbid obesity, reduced immunity, etc., so maybe there is an option to allow them to teach remotely. Perhaps they can be matched up with any of our students/families who do not feel comfortable returning.

I don't want to get sick (with anything), but I do not fear getting covid any more than I do the seasonal flu. I actually think my wife and son unknowingly had it back in January/February; they were both REALLY sick with many of the reported symptoms. And I got sick with pronounced flu like symptoms also, but not as bad as them. I would get the antibody test if I could. And our family is not alone. I recall many extended absences in my classes earlier this year and there are many similar anecdotes from my colleagues and online. The evidence points to the notion that the covid went through California before we knew it and this may be part of the reason for such low numbers in California compared to New York.

Because the risk is so low, I do not believe a hybrid schedule is appreciably any safer than full time. Are we talking about a .26% (CDC fatality rate) vs .13% fatality risk by seeing half the students each day? But I don't think it works that way.

Considering one can be infectious for up to two weeks, I don't see how you avoid infection if you see all your students over a two day period. Unless there is a gap of two weeks between seeing kids, a teacher will have the same exposure. When it comes to infection, having a hybrid system is just window dressing to make people feel safer while trying to provide an education that is better than what was offered last spring.

So, some would say we should go with full distance learning again because it is safer. My response is safer for whom? Certainly, not our students. Our students' mental health has suffered greatly due to SIP. We have had significantly more than usual suicide attempts and 5150 reports with our youth. John Muir Hospital reported more suicide attempts in 2 months than they saw in an entire year. Domestic and child abuse rates have also soared during the SIP time as well. This SIP policy has put our students in harm's way and decreased their ability to learn. In addition, no one can convince me that their students received the same quality of instruction during SIP as they would have normally. I don't think anyone could even say it with a straight face.

Speaking from my high school teacher and parent of a High school student perspective, I think we should be back to school on our regular Classrooms this fall. But if there was a need to modify anything and all the high schools have to be on the same schedule, I would be in grudgingly would favor some form of a block schedule if that made people feel better. That would minimize daily contacts for teachers but would minimize the loss of instructional time and it could still provide preparation time for teachers.

Lastly, whatever discussions that are had about how to expect school to look like in the fall needs to be flexible and not etched in stone. What if over the course of the next two months that the virus becomes practically non-existent? I suspect the infection rate and death rate numbers will be WAY down locally and nationally come August. What if they are worsening?

We should should have at least two plans. Red (lockdown), and Green (no lockdown) with perhaps a 3rd Yellow option in between which are informed by each other and allow for a transition between implementation of them all throughout the semester. And of the trends continue as they have so far, we should start with Green.

For example, I'm planning on doing a flipped classroom. Video lessons online for homework and then utilize Classroom time to do practice work, get 1:1 help, etc.. The flipped classroom model could be used in full lockdown mode (RED) all the way to being used in the regular classroom (GREEN).

Finally, there is some data that we must collect now. We need to know the comfort level of teachers if they were to return full time. We need to know the comfort level of students and parents as well. Once this data is collected, we can make better decisions.

Thank you for your time.  
Kindra Brusseau

## **9.2 Kirsten Regalia, MD and Andrew Sweatt, MD June 9, 2:13PM**

To Whom It May Concern:

My husband and I are both physicians in the community. We have three young children and our oldest was in Transitional Kindergarten this past school year at John Baldwin Elementary school.

We are writing to urge the San Ramon Valley Unified School District to resume school full time and full days this coming Fall (with an option for a hybrid of in-school learning and at-home remote learning for those parents who so desire). For parents who are both essential workers (as are we), with no in-home help, we absolutely rely on available childcare and school to be able to go to work each day and care for patients. We both consider in-school learning essential and believe it should be considered an "essential job". During this pandemic, essential workers have continued to go to work each and every day, with modifications and precautions in place, in order to minimize risk of viral transmission. We understand that the risk will never be completely gone (even IF and when an effective vaccine is available). Fortunately,



the data in children is overall favorable in terms of outcomes from COVID-19. We believe that with proper safety precautions in place, school can safely resume full time in the Fall.

There is also emerging data about the negative impact of continued in-home learning (which is non sustainable and for some families, like ours, not a viable option at all). We don't believe that a hybrid (half-week in attendance) in-school option would decrease the risk or community spread in any appreciable manner that would outweigh the benefits gained (social, emotional and educational development). If community spread is rampant at some point in the future, decisions may need to be made at that time to temporarily close schools again at that time, but for now, the plan for the Fall should include one of fully reopening.

Thank you for your consideration.

Best,  
Kirsten Regalia, MD and Andrew Sweatt, MD

#### **9.2 - Nardine Azab June 9, 4:01PM**

1) Are the results from the recent parent survey regarding fall plans going to be shared tonight, or in the near future?

2) How are students' social and emotional needs being considered in creating Fall plans? Are professionals being consulted or research taken into account regarding effects of disrupted learning with students staying home for any part of the academic year through distance learning? As safety remains at the forefront, how can we ensure that social and mental health also stay at the forefront of students' needs when creating those plans. Students' lives have been disrupted in significant ways over the last several months and further disruption could have long lasting effects on social and emotional development.

Thank you  
Nardine Azab

#### **9.2 Madhu Vadde June 9, 4:16PM**

Both safety and education of children are very important.

The decision to teach in person in the classroom vs online should be based on real and latest facts from CDC and AMA on infection rates in children, transmissibility of virus from kids to others outside the school, ability to create physical distancing in the classroom/school and enforcing it, availability of vaccines or drugs by Fall. The decision should not be based on false information, information from biased sources, ability/inconvenience to keep the kids at home or the idea that education is a priority over safety.

I support the plan of online teaching during the Fall but the school district must develop a priori and use good mechanisms, tools, processes for live and interactive online classes which some other school districts and educational institutions have already adopted for Spring. This definitely requires parents help and especially during these non-normal times. We all have to work and support each other to get through this together.

In case the majority support in-class teaching, it is prudent for the school district to be prepared ahead of time for any potential shelter-in-place situations during the Fall due to the possible high rate of infections in the local communities.

Sincerely  
Madhu Vadde

**9.2 Kendra Parra June 9, 4:19PM**

I have been a parent in the SRVUSD District for 20 years. I have 11 kids. I was a student here as well as my parents.

Covid is not done changing its path. It will be destructive again in the Fall and Winter. As my Family is made up of Teacher's, Professor's and Principals. I can assure you that we must just stay home and safe and strengthen our remote learning by adding some more structure and materials and not worry about attempted mixed class / remote learning. It will be far too stressful to shuffle and the kids need stability in this crisis. Families will have to accommodate. I hope this is heard. If one of the families that feel we need to be as complicated as possible. It is not the schools job to raise our kids. Education is a gift and a luxury. Thank you.

The Parra Family.

**9.2 - Daniel Ho June 9, 4:55PM**

Hi, I would prefer to have my children continue with online schooling. I don't feel comfortable sending my children to school if "they" feel that there will be another outbreak or will get worst in the fall.

**9.2 - Tonya Meadows June 9, 5:36PM**

Allow students and families the flexibility to choose their learning environment. Preferably, one in which students can toggle between on campus learning and remote learning by semester. Additionally, students should be given an opportunity to participate in competitive sports safely. Parents should understand any on campus learning and sports is done with some risk involved, so waivers may be necessary and frequent COVID-19 testing.

Thank you,  
Tonya Meadows

**9.2 - Jennifer French June 9, 5:38PM**

As we charge head first into questioning what the school year may look like in the fall I'd like to take the opportunity to voice my opinion quickly as I'm sure you are busy.

I love our teachers, our schools, our parent community, and our kids.

My kids learned nothing during the spring emergency distance learning

I'd like school to look as close to the same as possible.

We do not have child care for our kids if they are to be home alone remote learning two days out of the week.

I worry about kids home alone, mine and others.

My nephew is 8. He cannot be home alone learning on the computer.

Some teachers don't feel safe going back to school

Some families don't feel safe sending their children

Can those teachers remotely teach those children

Is there a waiver parents can sign releasing the school district from responsibility if their child gets COVID from school?

Can parents be trained to take temperatures while kids are on their way into school to expedite the process

Can we use plexiglass dividers between desks?

I have a type 1 diabetic son, another son with learning disabilities, and another scholastic athlete. All three on different paths. All three benefit from onsite learning.

I also have a mother in law battling Cancer and taking Chemo, Parents over 80, and a cousin with a trech. I get the fear. I choose not to live my life in it.

Please reach out and listen to parents' thoughts and ideas. We are full of them. We have felt ignored for a long time. It would be fantastic if we could all work TOGETHER for a change and for what is best for our kids, whether that's in a classroom or on the computer.

Thank you for your time.

Jennifer French

## **9.2 - Caroline Colantuno June 9, 6:48PM**

I do not want my kids at home "learning" three days a week? I do not want everyone wearing masks? I want my kids to do PE, Art, and Music. I do not want my kids to eat lunch in classrooms? I will be responsible for checking my children's temperature if I have to do so; no one else except the nurse or doctor is approved by me to take my children's temperature. My children are excellent at hand washing and will continue to wash hands with soap and warm water whenever required at school. Let my children return to bricks and mortar school so they can get the education they deserve. The district remote learning is not working. My children are healthy and should be allowed back in the classroom.

Caroline Colantuno

PS Why are you promoting masks worn by teachers and students yet during your district meetings, no one wears masks. Masks will promote sickness and adversely affect learning and communication.

## **9.2 Lorie Drysdale June 9, 8:18PM**

Hi, I would like to voice my opinion for the 2020-2021 school year. I would like to send all my kids to a regular school day with no adjustments. I am NOT concerned about them catching

Covid. There has been more harm in my home and other's homes, from these kids not going to school. Depression, anxiety, anger, helpless feelings, and very LITTLE learning. The "cure" was worse than the virus. I do not want an adjusted schedule. If some families want an adjusted schedule then giving 2 options is a possibilities.

Thank you for your time.

:) Lorie Drysdale

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

6/23/20  
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Item 10.1

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION FOR APPROVAL OF COVID-19 OPERATIONS WRITTEN REPORT

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**DISCUSSION:** Due to uncertainties from the COVID-19 pandemic and the impact on the school district's ability to meaningfully engage with the various stakeholders, Executive Order N-56-20 was issued by the Governor on April 23, 2020. This order requires that school districts publish a written report to their communities that explains how they have responded to COVID-19, including steps they have taken to deliver distance learning and meet the needs of disadvantaged students. The order postponed the requirements for completing the Local Control and Accountability Plan (LCAP). The deadline for adopting the 2020-21 LCAP, the annual update and the budget overview for parents has been extended from July 1, 2020 to December 15, 2020.

Accordingly the District's COVID-10 Operations Written Report will provide an overview to explain the changes to program offerings that have been made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families and must include:

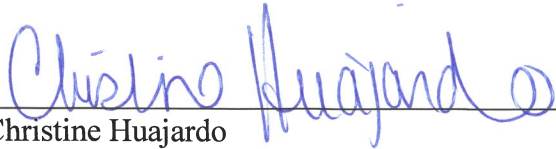
- A description of how the District is meeting the needs of low-income students, English learner students, and foster youth
- Steps taken by the District to deliver high-quality distance learning, provide school meals, and arrange for supervision of students during school hours

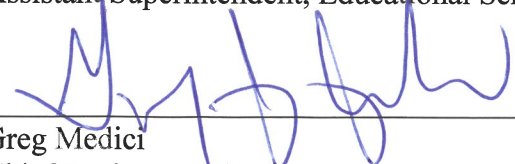
This report must be approved by the District's governing body at the same meeting as the annual budget and must be submitted to the County Superintendent of Schools or the State Superintendent of Public Instruction, respectively, in conjunction with the adopted annual budget. Additionally, all districts must post the report on their websites.


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**RECOMMENDATION:** Approve the COVID-19 Operations Written Report.

**BUDGET IMPLICATIONS:** N/A

  
Christine Huajardo  
Assistant Superintendent, Educational Services

  
Greg Medici  
Chief Business Officer

  
Rick Schmitt  
Superintendent

10.1 Item Number
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# COVID-19 Operations Written Report for San Ramon Valley Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Ramon Valley Unified School District	Greg Medici/Christine Huajardo CBO/Assistant Superintendent of Educational Services	LCAP@srvusd.net 925-552-2905	6/23/2020

**Descriptions provided should include sufficient detail yet be succinctly succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

San Ramon Valley Unified School District has taken extraordinary efforts to address the COVID-19 emergency and the major impacts of the closure on students and families. SRVUSD has continued to deliver high quality educational opportunities to students through multiple options, including distance learning and independent study and has successfully created and implemented a robust Remote Learning Plan (Described in more detail in subsequent response). The SRVUSD Child Nutrition Department has safely provided school meals consistent with the requirements of the California Department of Education and U.S. Department of Agriculture(Described in more detail in subsequent response). SRVUSD has conducted multiple Town Hall Meetings that included Superintendent Schmitt, Board Members and staff, discussing the following topics: Social Emotional Well Being, Grading Policies, Remote learning, Athletics, Equity and end of the year promotion/graduation celebrations. Surveys have been conducted with all stakeholders to gather ongoing feedback to improve implementation and to facilitate planning for the 2020-2021 school year. A staff resources webpage was also updated regularly to assist teachers with technology and instruction questions. A resources webpage was created and continuously updated for parents and families, offering a variety of virtual workshops to address distance learning concerns, communication help, community resources, and tools to navigate stress and uncertainty.

As we plan to return to school in the fall, first and foremost, we are keeping student and staff safety in the forefront of our decision making. Of course, as always, also at the forefront of every discussion is the consideration around what is best for students. Because each student's situation is unique, we remain keenly aware of the need for families to have options, flexibility and control over what is best for their student's learning. Therefore, we are developing our plans around these three fundamental imperatives:

1. Safe and robust teaching and learning with access to options
2. The necessity of stakeholder engagement in developing a process
3. Regular communication with our community throughout June, July and August

As we plan for the safe reopening of our schools, we are mindful of these important requisites:



1. Quality instruction and learning models ranging from in-person and small group instruction, to a fully remote learning experience, or a hybrid model of these two
    - a. Valuing family choice, flexibility and the need to move between the options if need be
    - b. Meeting the unique needs of all students including those in special education, those who lack access to technology, or who may not be able to equitably access learning in any way
  2. Health and wellness, including social emotional health, and inclusive learning environments
  3. Professional development to provide staff with the tools and training necessary to successfully navigate new teaching, learning and working environments
  4. Facilities considerations which provide a safe and sanitizing learning environment
  5. Operational processes which may allow for students to participate in such activities as lunch, recess, athletics, transportation and field trips while remaining safe
- Weblinks embedded:  
 Re-Opening Website: <https://www.srvusd.net/reopeningtogether>  
 Remote Learning Website: <https://www.srvusd.net/remotetelearning>

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

SRVUSD's Remote Learning Continuity plan outlined the importance of meeting the needs of English Learners, foster youth, and low-income students in a variety of ways. All students, including English learners, foster youth and low income students, were provided technology, both computers and WIFI hotspots which allowed for regular virtual meetings that provided connections, support and learning opportunities. SRVUSD has provided professional development for English Learner instructional aids, provided regular outreach to specific families with limited English proficiency, supported English Learner magnet teachers, communicated and publicized information on the language line which allows teachers and families increased communication opportunities, and have provided specific English Learner curriculum guidance to teachers. SRVUSD's Special Education Department provided families with individual lesson plans to fit their child's needs. SRVUSD has employed it's six social workers to provide extra time and support with personal phone calls, one to one sessions, zoom meetings and providing focused on-line activities for foster youth and low-income students. Social workers, under the direction of the SELPA Executive Director and Director of Student Services, have passed out school-supplies, clothing, toiletries and food and in some cases, provided transportation vouchers.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

San Ramon Valley Unified School District worked extremely hard providing high quality distance learning opportunities, driven by four overarching goals:

- 1) Support Instructional Continuity

\*Under these unprecedented circumstances, SRVUSD's focus is on maintaining a safe environment, while providing a framework that enables quality learning and educational experiences for all of our students.

2) Provide Access to All Students

3) SRVUSD remains committed to providing equitable learning environments for all students. This includes support for students with disabilities, English Language Learners, those in need of social-emotional support and those in need of technology.

4) Maintain Connections

\*Amid social distancing, we need to remain connected. We will leverage technology to maintain the personal connections, we depend on, with students, faculty, administrators and our community.

These goals were met with regular communication, intensive professional development, town hall meetings and parent/student focus groups. SRVUSD conducted multiple surveys to monitor progress and make regular adjustments to guarantee the delivery of high quality distance learning. Below, you will find two examples of communication provided by SRVUSD, along with a weblink that describes in detail the Remote Learning Continuity Plan.

Remote Learning Communication #1 3/19/2020

The SRVUSD Remote Learning Plan for students will begin on Tuesday, March 24th. As we've shared, our teams have been working diligently to create a plan for teachers to share curriculum and interact with students remotely for the past month. Information is changing daily and we will continue to adapt accordingly in the weeks ahead. We are asking for your partnership and your patience in this endeavor, as it is new territory for our students and educators.

SRVUSD's Remote Learning Plan is voluntary for students and is intended to support students by engaging in independent and flexible learning in an online setting. All coursework through April 3 will focus on review and/or reinforcement of previous material in order to acclimate students to a remote learning environment. In order to participate, students will need an internet connection and a device which is capable of logging onto the student's Google account. If you, or someone you know, needs a device or internet connectivity, please fill out this Google Form or call (925) 824-1840 and we will provide students with internet connectivity or a device, depending on your student's needs. Students and families will receive an email from their teacher on Monday, March 23rd with details and the online location (School Loop, Google Classroom, etc.) for their course work. Teachers will be asking for an acknowledgement of receipt of their learning expectations by Tuesday, March 24th. Please respond to your teacher's request so that we can include all students in the Remote Learning Plan. Teachers have been participating in training and planning this week and will continue through Monday, March 23rd. Remote learning will begin on Tuesday, March 24th at 9 a.m. At that time, curriculum, lessons and online work reviewing and reinforcing previous material will be available. Students will receive feedback on their learning periodically throughout the duration of remote learning and teachers will provide weekly updates. However, per state guidelines, formal grades will not be reported. We have asked teachers not to provide lesson plans and curriculum prior to the launch of the remote learning plan. Teachers are always happy to hear from students and families with a hello, but they will not be releasing any lessons prior to Tuesday. Questions on curriculum and individual student progress should be directed to teachers via email or the online platform the teacher is using. We anticipate a higher volume of electronic communication during this time, so please be patient with our teachers. State standardized testing has been cancelled for Spring, 2020 by the State of California. We will update high school students on AP and college entrance assessments as we receive information. These decisions will be made at a national level. Summer School and Extended School Year registration and the middle school math bridge program are all paused as we move forward. We will update you regarding summer offerings as information becomes available from the State of California.

Remote Learning Communication #2 - 4th Quarter Communication 4/13/2020



Remote learning during the fourth quarter will focus on new learning, which will prepare students to advance to their next grade level or course. It will also help to maintain the connections between staff and students, and meet the social-emotional needs of our students. Students will engage in a variety of learning experiences, differing by subject and grade level, designed by each teacher. Work will be completed independently on a flexible schedule in order to meet the varying needs of families during this time. Here is what parents and families can expect beginning Monday, April 13: Teachers will provide curriculum, lessons, and new online material starting Wednesday, April 15th at 9 a.m. Student lessons for all grade levels for Monday, April 13th and Tuesday, April 14th will be accessed through the district website. You will receive an email from your Principal on Monday, April 13th with details on those lessons. On these two days, teachers will be engaged in specialized training on remote learning. Our Remote Learning Continuity Plan webpages contain an overview of this plan and additional resources to help guide parents and students through remote learning. You may also read more about this plan here. Every teacher will hold virtual office hours during which students can get individualized help, support and intervention during each week of instruction. Teachers will inform you of their schedule and format for these office hours through their weekly updates. Teachers will continue to engage in online training surrounding effective remote learning practices throughout the fourth quarter. Teachers will provide individual feedback on student progress throughout the fourth quarter for both elementary and secondary students. For final semester reporting, middle and high school students will receive either a 'Pass' or a 'No Mark.' Students must receive a 'Pass' in order to receive credit for a course. Third quarter progress report grades will be published to Infinite Campus on Friday, April 10th for middle and high school students. It is important to note that third quarter grades are not, and have never been, part of a student record or transcript and are solely intended as feedback on student learning. The IEP process will be restarted and will continue for the remainder of the school year. IEP procedures will be shared with affected families by Wednesday, April 15th. If parents of students who receive special education services have questions or concerns about the IEP process, we encourage them to reach out to their case managers, Program Supervisors, our parent liaison Christine Koehne, and/or site parent representatives from the Exceptional Education Committee. Questions about individual student progress and class curriculum should be directed to teachers via email or the online platform the teacher is using. We anticipate a higher volume of electronic communication during this time, so please be patient, as response times may be longer. If you've already requested a device and have not yet picked it up, please come to Iron Horse Middle School on Wednesday, April 15th from 2 p.m. - 5 p.m. and a device will be distributed to you. Grab-n-Go Meal Service will resume Monday, April 13th. Remote learning is not intended to wholly replace in-classroom instruction. It is designed to deliver essential learning for students so that they may successfully advance in courses. WHAT FAMILIES CAN EXPECT Instruction will take place via an online Learning Management System like Google Classroom, Seesaw, etc. Your teacher(s) will share with you what they plan to use.

#### 4th Quarter and 2nd Semester Grading Policy

Elementary students: Standards-based grading will remain the same.

Secondary students: 4th quarter and semester grades will be either Credit (C) or No Mark (NM).

Credit= Receives credit for the course

No Mark = No participation = No credit for the course

Neither the Pass nor No Mark score have an impact on GPA

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The COVID-19 pandemic provided the SRVUSD Child Nutrition(CN) program a great challenge to provide meals when the decision to “shelter in place” was administered in seven Bay Area Counties on March 13th. The Child Nutrition program provided meal services to children in an environment that kept both the staff and families safe. Emergency meals were provided at three SRVUSD locations, twice a week. Multiple meals were provided on each of these days. Two Breakfast and Lunch meals on Monday and three breakfast and lunch meals on Wednesday. The school sites included John Baldwin Elementary, Walt Disney Elementary and Gale Ranch Middle School within the hours of service from 11:30 – 1:00. All meals included a choice of an entrée, fruit/vegetable and milk component. SRVUSD uses a “drive-thru” process to distribute meals. Staff members wear gloves and a mask when distributing food and abide by all social distancing requirements. Supervisors also make spot checks to ensure proper protocols are being followed. Student participation increased to a total of 1000 students per day. The CN Department is currently serving 2000 meals per day or a total of 10,000 meals per week. The CN Department has been sending weekly newsletters to families to inform them of the Free meals available to all families. This information is posted weekly on several SRVUSD social media sites. We have contacted all Free\Reduced families by phone to make them aware of the Free Meals and to provide any and all supports needed to make picking up food easy and convenient for all families.

Weblink embedded

Child Nutrition during COVID 19 [https://www.srvusd.net/pf4/cms2/view\\_page?d=x&group\\_id=1531973258656&vdid=i20bgn2hhuj7w7m](https://www.srvusd.net/pf4/cms2/view_page?d=x&group_id=1531973258656&vdid=i20bgn2hhuj7w7m)

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

All school locations are closed during COVID-19. Supervision at this time is provided by the County. The Contra Costa County Office of Education Superintendent in collaboration with the Office of Emergency Services, the Community Services Bureau, First 5, CokoKids, Contra Costa Health Services and the Local Planning & Advisory Council for Early Childhood Education, developed and implemented a plan to arrange for emergency childcare for essential workers.

The following considerations are addressed in this plan:

2020-21 LCAP COVID-19 Operations Written Report for San Ramon Valley Unified School District Page 5 of 5

- \* the use of school sites for childcare programs for essential workers
- \* communication to parents of available childcare sites and the enrollment process
- \* procurement of supplies and personal protective equipment to safely open sites
- \* establishment of procedures to comply with the current directives from the Contra Costa County Health Services department
- \* opportunities for distance learning while attending childcare

The plan is a working document and the agencies involved continue to adjust in response to the changing needs and directives. For more information, contact Susan Jeong at [sjeong@cccoe.k12.ca.us](mailto:sjeong@cccoe.k12.ca.us)

Dear SRVUSD Staff,

As we reach the end of the 2019-20 school year and we look ahead to the 2020-21 school year, we want to thank our staff, parents, and our students for your patience and flexibility in navigating the unique learning environment thrust upon us by the COVID-19 crisis. We would also like to share our thought process and some key information about SRVUSD's planning for the 2020-21 school year and seek your input.

As we plan to return to school in the fall, first and foremost, we are keeping student and staff safety in the forefront of our decision making. Of course, as always, also at the forefront of every discussion is the consideration around what is best for students. Because each student's situation is unique, we remain keenly aware of the need for families to have options, flexibility and control over what is best for their student's learning. Therefore, we are developing our plans around these three fundamental imperatives:

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  - a. Valuing family choice, flexibility and the need to move between the options if need be
  - b. Meeting the unique needs of all students including those in special education, those who lack access to technology, or who may not be able to equitably access learning in any way
2. **Health and wellness**, including social emotional health, and inclusive learning environments
3. **Professional development** to provide staff with the tools and training necessary to successfully navigate new teaching, learning and working environments
4. **Facilities** considerations which provide a safe and sanitizing learning environment
5. **Operational processes** which may allow for students to participate in such activities as lunch, recess, athletics, transportation and field trips while remaining safe

For us to move forward together, we must reflect on what we have already done. We are asking that parents and guardians complete a survey regarding their spring 2020 remote learning experience no later than 4 p.m. next Friday, June 5th. To take the survey, please visit our [Remote Learning Webpage](#) and click on the name of your child's school. Please take one survey for each child enrolled in our schools.

We are looking forward to communicating with you throughout the planning process for 2020-2021. You can expect a weekly update from us. In addition, we will continue our series of online question and answer sessions on June 11 from 9-10 a.m. on our YouTube Channel. Sessions are recorded for viewing at a later time. [Submit a question](#).

We want to reiterate that our circumstances are changing constantly and like you, we must adjust to those changes. As a District, we will continue to engage in partnerships with SRVUSD Employee Group leadership, parents and parent leaders from our PTA and Education Fund, and SRVUSD managers. We will follow the guidance of the California Department of Education, California and Regional Departments of Public Health, the Governor's School Reopening

Guidelines, the California Interscholastic Federation (CIF), and will continue to work with high performing suburban school districts throughout California in our search for best practices.

The challenge of reopening our schools will be great, however, we are optimistic that this challenge brings great opportunity to serve our students in ways that may be even better than before. Together, with you as our partners, we will seek your feedback and work to provide our students with the world class education they deserve in the safest environment possible.

Rick Schmitt

Superintendent

# GRAB N' GO MEALS

FREE MEALS FOR ALL CHILDREN UNDER 18



## MEAL SERVICE LOCATIONS

Drive Thru or Curbside Pick Up Meal Services in Front of the Following Schools:

John Baldwin Elementary, 741 Brookside Drive, Danville 94526

Walt Disney Elementary, 3250 Pine Valley Road, San Ramon 94583

Gale Ranch Middle School, 6400 Main Branch Road, San Ramon 94582

\*\* We Recommend Back Seat or Trunk Drop-off \*\*

### DATES & TIMES

11:30 AM - 1 PM

#### Mondays:

2 Breakfasts & 2 Lunches

#### Wednesdays:

3 Breakfasts & 3 Lunches

### DETAILS

UPDATE: Starting April 1

Children **NO LONGER** Need to be Present

\* Bring Student ID\*

No Paperwork Required

Please Take Meals Off-site

No Meal Service During Spring Break

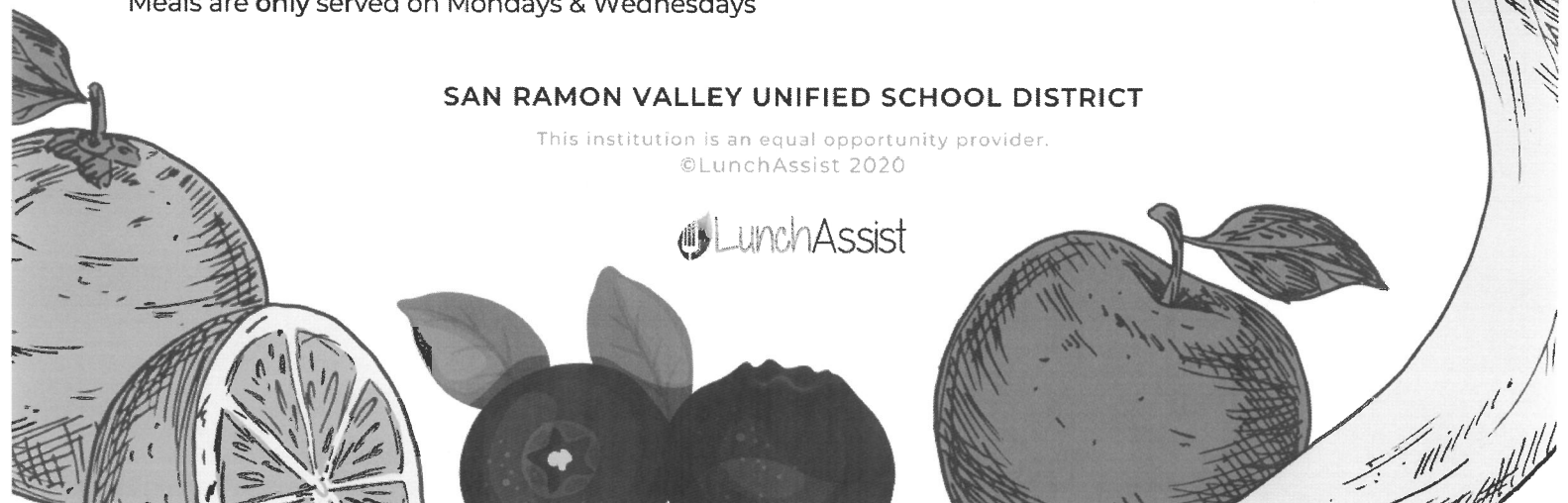
Meals Resume on April 13

Meals are **only** served on Mondays & Wednesdays

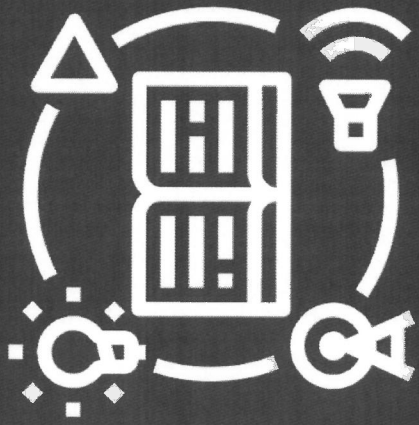
### SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

This institution is an equal opportunity provider.

©LunchAssist 2020



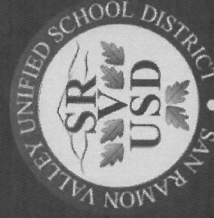




SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

# REMOTE LEARNING CONTINUITY PLAN

INFORMATION FOR PARENTS AND CAREGIVERS





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# Remote Learning Continuity Plan Overview

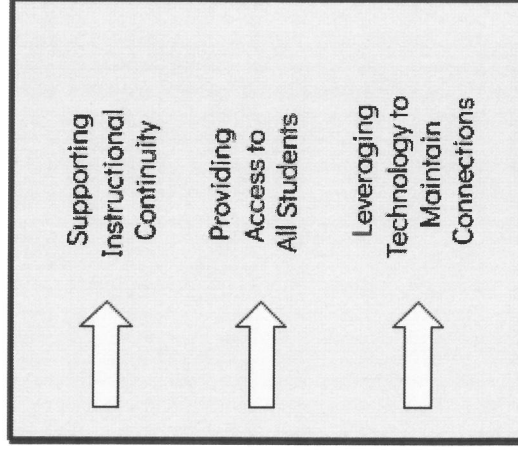
.....  
In response to the COVID-19 health crisis, the San Ramon Valley Unified School District (SRVUSD) has created a Remote Learning Continuity Plan (RLCP) to provide guidance and support to students, families and staff during this transition to remote learning.

We empathize with everyone who has been impacted by COVID-19 pandemic and want to reiterate that the safety of the SRVUSD community is our No. 1 priority.

SRVUSD continues to be committed to providing high-quality learning experiences for all of our students during school closures. The plan provides opportunities for students to acquire the knowledge and skills needed to succeed at the next grade level/subsequent course, while building in flexibility to accommodate the unique circumstances of every student.

The guiding principles of this plan include:

- ❖ Supporting instructional continuity -- to the extent possible -- in a remote learning environment by focusing coursework on new learning, as opposed to review and reinforcement.
- ❖ Providing a variety of support resources in order for instruction and material to be available to all students, including our special education population, students with 504 plans, English Language Learners, students with social emotional needs, and students who are in need of technology access.
- ❖ Leveraging technology -- to the extent possible -- to maintain connections within our learning communities.





## Best Practices for Remote Teaching and Learning

Remote learning occurs when the learner and teacher are separated by time and distance and, therefore, cannot meet in a traditional classroom setting.

The delivery of instruction in an online environment is a unique challenge for teachers and administrators, not only in SRVUSD, but globally during this unprecedented time. It is fundamentally different from face-to-face instruction and, as a result, will look different from what all of us have grown accustomed to during a typical school year. Remote learning cannot, and should not, replicate students' interactions in the classroom or with a teacher, administrator or support staff member. However, by using remote learning best practices, SRVUSD will continue to provide quality opportunities for students to learn and advance their academic pursuits.

SRVUSD's RLCP is based on research in best practices for remote teaching and learning<sup>1</sup> including:

- ❖ Teachers will be as flexible as possible, innovative, and creative, as dealing with distance learners presents challenges different from that of a traditional classroom.
- ❖ In-person teaching and learning cannot be duplicated online - learning should be more than just screen time.
- ❖ Students tend to lack engagement in content (online or otherwise) after approximately 10 - 15 minutes. Thus, live interactions with students in short time increments and active learning is encouraged, while long lectures are discouraged.
- ❖ Students need 1:1 opportunities to interact with teachers to get the support they need to be successful.
- ❖ In order to maintain connections between teacher-student and student-student, SRVUSD continues to strive to foster an inclusive learning environment leveraging technology to connect, when feasible.

---

<sup>1</sup> [CDE, Distance Learning Research Article, SUNY - Broome, Miami University, Inside Higher Ed](#)



# Remote Learning Continuity Plan: Curriculum Content and Delivery

.....  
SRVUSD’s RLCP provides opportunities for students and staff to engage in a variety of learning opportunities throughout the flexible “school day.” These learning opportunities will focus on new content with an emphasis on the essential standards a student needs to know in order to be successful in the next grade level or course. As during the typical school year, teachers will use the California Curriculum Frameworks to guide the development and implementation of independent learning opportunities for students.

Teachers will continue to put their coursework on a Learning Management System (LMS) such as Google Classroom or Seesaw. All coursework and expectations will be provided to students by Monday morning at 9:00 a.m., at the latest<sup>2</sup>. Students are expected to complete the coursework assigned by their teachers in order to be prepared for the next level of learning. If students have questions or want to connect with their teachers, they are encouraged to use the teacher’s Virtual Office Hours (3 hours per week). Teachers will send additional details regarding times and mode of communication for Virtual Office Hours in their weekly emails.

Teachers have been working extremely hard to create online experiences to support all of our students. These experiences will vary slightly depending on the grade level, course and expectations of the teacher. The new work will be designed to systematically build on the prior day’s work. The coursework may be synchronous (happening in real time with a group of learners) or asynchronous (happening at any time and not necessarily in a group). Virtual Office Hours will be synchronous.

Approximate times for course per grade level are below (note: this is total amount of coursework and not screen time:

TK: 1.5 hours/day	K-2: 2.5 hours/day	3-5: 3 hours/day	6-8: 2.5 hours per subject/week	9-12: 3 hours per subject/week
-------------------	--------------------	------------------	---------------------------------	--------------------------------

<sup>2</sup> Teachers will be using Monday, April 13 and Tuesday, April 14 as Remote Learning Planning Days. Work will be provided to students by the District on these days and not by individual teachers. The work is linked to the essential standards and was created in a continued effort to support all students for the subsequent course/grade level. Work for the remainder of this week will come from teachers by Wednesday, April 15 at 9:00 a.m. at the latest.



## Remote Learning Continuity Plan: Student, Parent, Teacher Responsibilities

Student Responsibilities	Parent/Caregiver Responsibilities	Teacher Responsibilities
-Create a daily schedule that is consistent, realistic, and provides time for school work as well as rest, relaxation and exercise.	-Work with your child to create a schedule that is consistent from day-to-day and realistic in terms of how time is chunked.	-Foster a sense of connectedness while also teaching the Essential Standards for each subject area.
-Create a <u>workspace</u> that you can use to do your school work - one organized and free of distractions.	-Work with your child to set up a home <u>workspace</u> away from disruptions, if possible.	-Utilize professional expertise to deliver online learning experiences to benefit all students.
-Check your email and your teacher's Google Classroom/Seesaw page on a daily basis.	-Expect that your child completes tasks with the highest level of effort possible. This work is important for their success in subsequent courses/grade levels.	-Utilize a Learning Management System, such as Google Classroom or Seesaw, and email to communicate information.
-Make sure to know when your teacher's virtual office hours are. Be sure to check in with your teachers if you have questions or just want to see how they are!	-Reach out to teachers with questions (elementary) or encourage your child to do so (secondary). Virtual Office Hours should be for student questions only.	-Provide Virtual Office Hours (3 hours/week) to answer students' questions, support small group interaction, and provide opportunities for students to maintain connections.
-When using technology, follow the <u>Acceptable Use Policy</u> . Be sure to understand <u>Google Meet Etiquette</u> .	-Check in with your child regularly to engage them in a discussion of their coursework.	-Provide weekly communication regarding expectations, assignments, due dates and virtual office hours.
-Complete tasks and assignments with the highest level of effort possible.	-Take care of yourselves and know that NOT everything will be perfect. This isn't easy!	-Assess student learning and communicate information to students and parents.



## Remote Learning Continuity Plan: Grading and Assessment

.....  
Assessment of Student Learning. Assessment is, and will continue to be, a pivotal component in the teaching and learning process for students at all grade levels. Students need feedback in order to understand what they need to improve upon. Teachers need feedback to know what additional supports are needed at the individual or class level. Assessment may look different in remote learning environments. Rather than multiple choice tests, for example, teachers may choose to do smaller assessments more often as they increase their familiarity with online learning.

### Grading of Student Learning.

- Elementary grading and report cards will, essentially, remain unchanged.
- Secondary grading will change from letter grades to a Pass (P) or No Mark (NM) for both fourth quarter and the second semester. A Pass indicates that a student participated in the work. At the high school level this also means that they will receive credits for the course. A No Mark means that students did not participate in the work. At the high school level this means that they do not receive credits for the course.
- A Pass/No Mark system was chosen for the following reasons:
  - Stress from the COVID-19 global crisis has the potential to negatively impact academic performance<sup>3</sup>. Our goal is to hold students harmless during these unprecedented times.
  - Transitioning to online learning in a short period of time has the potential to increase current inequities that exist.
  - Colleges and universities from across the country, including the [University of California and California State University](#) systems, have indicated that they will accept non-letter grades for A-G requirements and that a Pass/No Mark system will not penalize students.
  - The [California Department of Education \(CDE\)](#) has indicated that schools need to hold students harmless during the COVID-19 school closures.
  - The vast majority of high performing districts across the Bay Area, the state of California, and the country are using Pass/No Mark (or fail) grading systems during the school closures.

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<sup>3</sup> Adapted from the [Crescendo Education Group](#).



## Supporting ALL Learners

.....  
 Supporting ALL students is an integral component to the RLCP.

- General education and special education teachers will continue to provide accommodations as appropriate to allow students to access the educational programs as outlined in their Section 504 Plans or Individualized Education Program (IEPs).
  - Additional information regarding IEPs and IEP meetings will be provided the week of April 13th.
  - Special education teachers and case managers will follow the RLCP and continue to support students remotely with instruction, activities, and office hours.
- Classified staff will continue to work along certificated staff to support all students.
- Lessons will, to the extent appropriate, include specific considerations to address supports for English Language Learners. All SRVUSD employees have access to the [Language Line](#), a phone interpreting resource that staff can use to verbally communicate with families who may have limited English proficiency.
- At the secondary level guidance counselors will continue to support students' academic and social emotional wellbeing. Students and parents are encouraged to reach out to them for support. At the elementary level parents and students should reach out to the principal.
- A variety of resources can be found on the SRVUSD website to support students, staff, parents and families in a wide variety of ways.



## Technology/Digital Resources

.....  
 In order to engage in learning during the school closures students will need access to a device with an internet connection and the capability of logging into their google account. Students can use tablets, laptops or desktops. Wireless phones are not recommended.

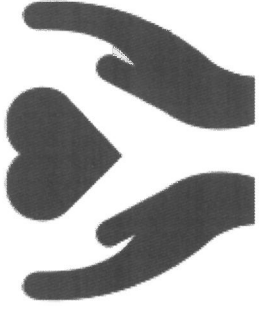
While using technology to engage in school-related activities, students must follow the Acceptable Use Policy and should consider Online Discussion Etiquette and Virtual Meeting Etiquette. **While teachers are exercising their professional expertise in deciding on the best technology tools to use, many have been concentrating on the tools below:**

Learning Management Systems	Virtual Office Hours or Synchronous <sup>4</sup> Learning	Google Drive
-Supports teachers in organizing coursework and learning activities for students.  Google Classroom -Typically used in grades 3-12. - <u>Google Classroom</u>	-Teachers will be working 1:1 or with small groups of students during Virtual Office Hours.  - <u>Google Meet</u>	-Provides students the ability to store assignments, videos, etc. remotely.  - <u>Google Drive</u>

<sup>4</sup> Synchronous learning is learning that happens in real time.



# REOPENING TOGETHER

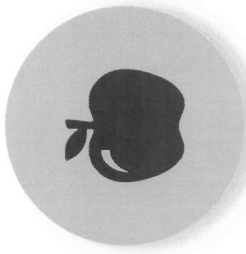


SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

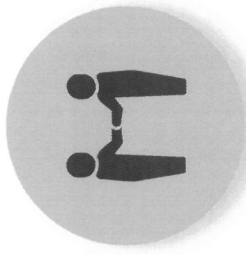
## SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

June 9, 2020

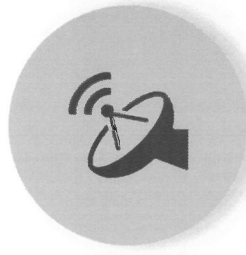
# THREE PILLARS OF PLANNING



**SAFE AND ROBUST  
TEACHING AND LEARNING  
WITH ACCESS TO OPTIONS**



**WELCOMING  
STAKEHOLDER  
ENGAGEMENT IN THE  
PROCESS**



**REGULAR COMMUNICATION  
WITH OUR FAMILIES AND  
STAFF IN JUNE, JULY,  
AUGUST**

reopeningtogether@srvusd.net

2

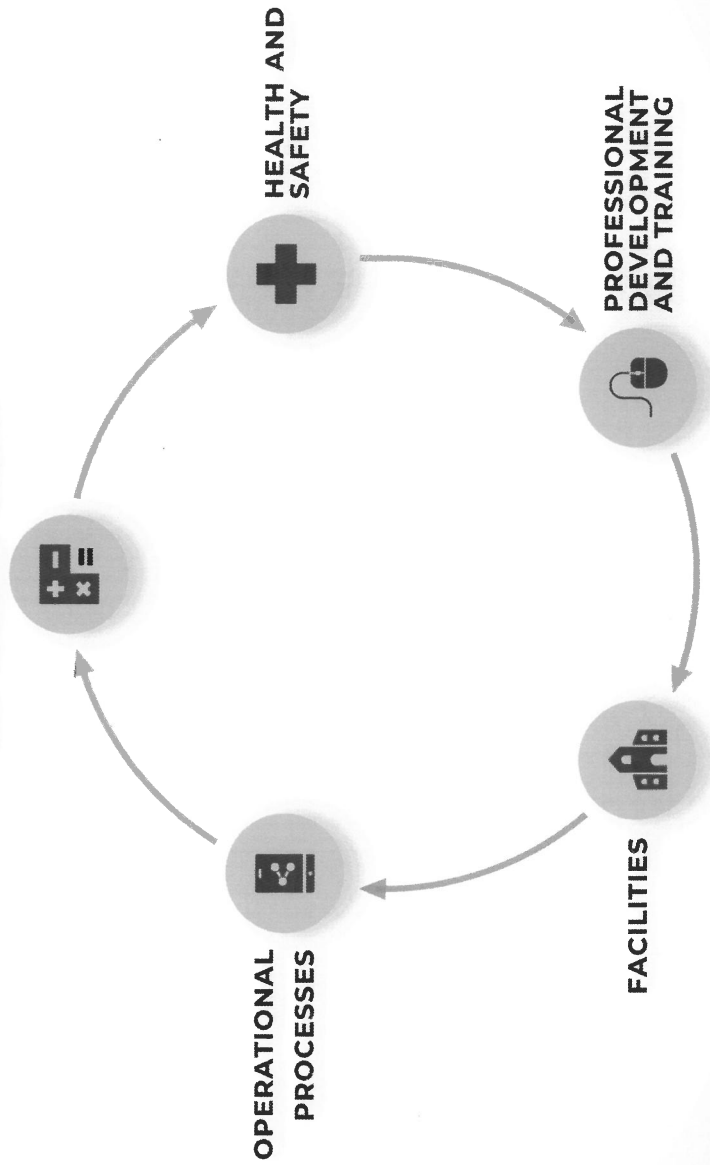
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# SAFE AND ROBUST TEACHING AND LEARNING WITH ACCESS TO OPTIONS

# REOPENING 2020-2021

QUALITY INSTRUCTION  
AND LEARNING MODELS



reopeningtogether@srvusd.net

# QUALITY INSTRUCTION AND LEARNING MODELS

## 1 FLEXIBLE OPTIONS FOR STUDENT LEARNING

- A range of options which give families control
- All remote-learning options for students
- Hybrid remote and in-person experiences
- Small group learning
- All in-person learning

## 2 GRADING AND ASSESSMENT WHICH SUPPORT STUDENT LEARNING

## 3 INTERVENTION STRATEGIES FOR STRUGGLING LEARNERS

## 4 SPECIAL EDUCATION

# HEALTH AND SAFETY

1 **PRIORITIZING SOCIAL AND EMOTIONAL HEALTH AND WELL BEING**

2 **EFFECTIVE IDENTIFICATION OF AT-RISK STUDENTS**

3 **MORE SPECIALIZED WELLNESS SUPPORTS FOR STUDENTS IN A NEW LEARNING ENVIRONMENT**

4 **ENHANCED HEALTH AND HYGIENE PROCEDURES**

# PROFESSIONAL DEVELOPMENT AND TRAINING

- 1 FLEXIBLE AND ACCESSIBLE OPTIONS FOR STAFF
- 2 TRAINING ON NEW TECHNOLOGIES AND METHODOLOGIES TO SUPPORT REMOTE LEARNING
- 3 PROVIDING CONSISTENT TOOLS FOR TEACHING IN A REMOTE ENVIRONMENT



# FACILITIES

- 1 **REQUIRED PPE FOR STUDENTS AND STAFF**
- 2 **SAFE AND SANITIZED LEARNING ENVIRONMENTS AND WORKPLACES**

- 3 **ENHANCED HEALTH AND HYGIENE PROCEDURES**

# OPERATIONAL PROCESSES

- 1 IDENTIFYING SAFE PROCESS FOR PARTICIPATION IN STUDENT ACTIVITIES
- 2 SAFE AND HEALTHY CHILD NUTRITION

- 3 HUMAN RESOURCES PROCESSES WHICH SUPPORT HEALTH AND SAFETY FOR STUDENTS AND STAFF

# **STAKEHOLDER AND COMMUNITY ENGAGEMENT**



**IN ORDER TO REOPEN OUR  
SCHOOLS SUCCESSFULLY, STAFF,  
STUDENT AND PARENT INPUT  
IS ESSENTIAL AND WELCOMED.**

reopeningtogether@srvusd.net

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# STAKEHOLDER ENGAGEMENT PLAN

INITIAL COMMUNITY  
INPUT

PLANNING AND  
GUIDANCE DRAFT #1

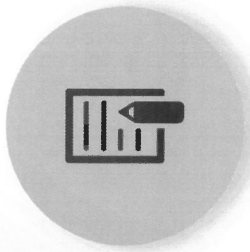
COMMUNITY INPUT  
ON DRAFT #1

PLANNING AND  
GUIDANCE DOCUMENT

ONGOING INPUT TAKEN AT REOPENINGTOGETHER@SRVUSD.NET

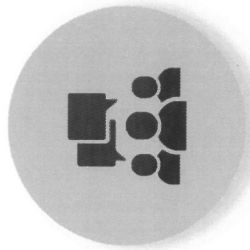
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# STAKEHOLDER ENGAGEMENT



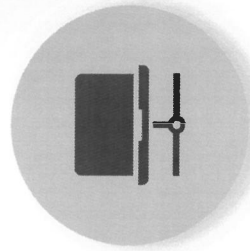
## SURVEY

Initial survey **May 29- June 5**  
Survey on first draft **June 24-28**  
Special Education specific surveys  
**June 15- 19**



## FOCUS GROUPS

Parent Focus Groups to be held  
**June 12, June 29**  
Student Focus Groups held on  
**June 15**



## ONLINE INPUT

General input can be emailed to  
**reopeningtogether@srvusd.net**  
Input form available at:  
**www.srvusd.net/reopeningtogether**

reopeningtogether@srvusd.net

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# SURVEYS

## INITIAL SURVEYS

Staff, student and parent surveys

May 29-June 5

Results on website:

Monday June 18

## SPECIAL EDUCATION

Specific survey to be sent to parents of special education students

June 15-19

## FEEDBACK SURVEY ON FIRST DRAFT

Survey on first draft of recommendations

June 24-28

reopeningtogether@srvusd.net

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# FOCUS GROUPS: FIRST DRAFT

**PARENT FOCUS GROUPS: JUNE 12**

**Signup:** June 10 @  
[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

**STUDENT FOCUS GROUPS: JUNE 15**

**Signup:** June 10 @  
[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

**FEEDBACK ON FIRST  
DRAFT FOCUS  
GROUPS: JUNE 29**

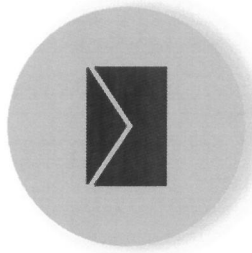
**Signup:** June 24 @ [www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)

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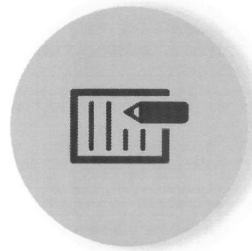
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# ONLINE INPUT



## EMAIL

[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)



## ONLINE FORM

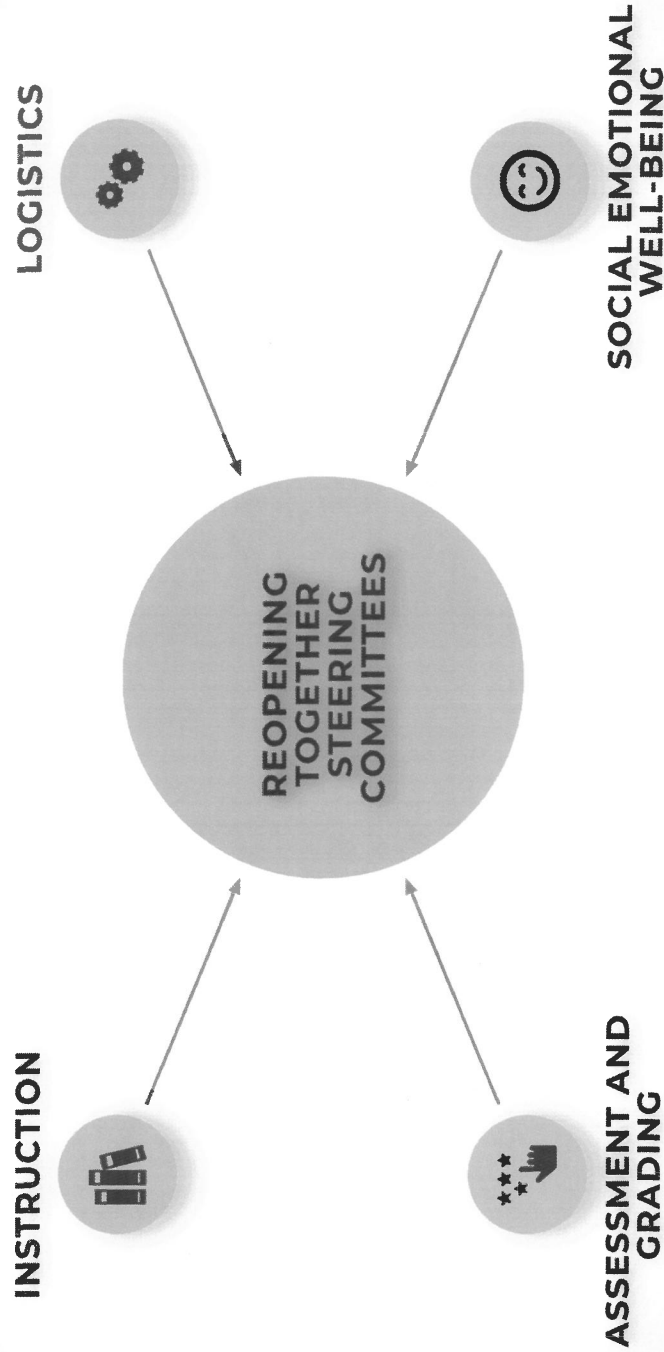
Open ended comment form for input submission

[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)

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# STEERING COMMITTEES



Approximately 70 staff members serving on these committees from our 3 Bargaining Units.

reopeningtogether@srvusd.net

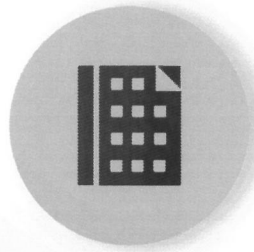
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# COMMUNICATION

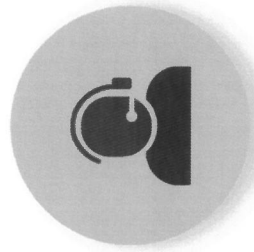


# COMMUNICATION



## WEEKLY UPDATES

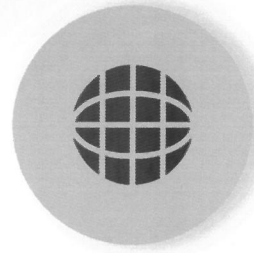
Our community will receive weekly updates by email on our planning for 2020-2021



## ONLINE QUESTION AND ANSWER SESSIONS

Online question and answer sessions beginning on June 11.  
Two sessions later in summer.

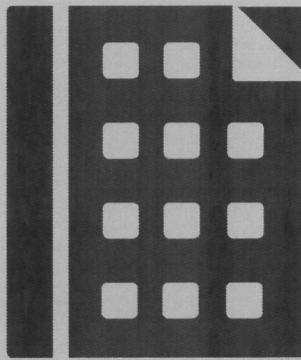
School site Question and Answer sessions in early August



## WEBSITE

All information will be kept on [www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether), including up to date information, FAQs, forms

# COMMUNICATION



## WEEKLY UPDATES

The San Ramon Valley Unified School District will provide a weekly update focusing on different topics, including budget, health and safety, operations, teaching and learning, and options for parents and students. Our first update was sent on Friday, June 5.

[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)

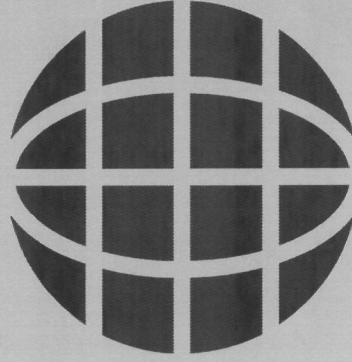
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# COMMUNICATION

[WWW.SRVUSD.NET/REOPENINGTOGETHER](http://WWW.SRVUSD.NET/REOPENINGTOGETHER)

- Latest information
- Frequently Asked Questions
- Input forms
- Focus Group signups

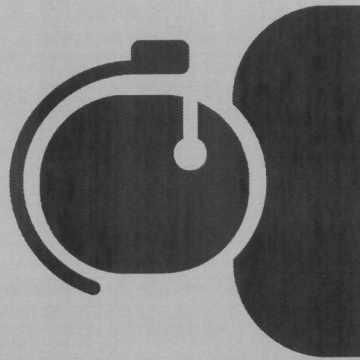


[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)

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# COMMUNICATION



## ONLINE QUESTION AND ANSWER SESSIONS

- Series of sessions answering your submitted questions
- First session on June 11
- Sessions throughout summer
- Broadcast on the SRVUSD YouTube Channel
- School site specific Question and Answer Sessions in early August

reopeningtogether@srvusd.net

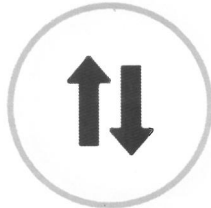
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# SUMMARY



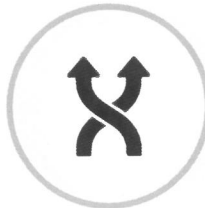
FIRST DRAFT OF  
SPECIFIC  
RECOMMENDATIONS  
ON JUNE 23 AT  
BOARD MEETING



WE WELCOME  
YOUR FEEDBACK  
AND WILL  
COMMUNICATE  
WITH YOU  
REGULARLY  
THROUGH  
SUMMER



PLANNING FOR  
AN AUGUST 11,  
2020 REOPENING



INFORMATION IS  
CHANGING  
CONSTANTLY



PLANNING  
AROUND  
FLEXIBILITY,  
CONTROL AND  
OPTIONS FOR  
OUR FAMILIES





# CONTACT US

699 Old Orchard Dr., Danville CA 94526

 [reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)

 [www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

 [@SRVUSD1](https://twitter.com/SRVUSD1)

 [facebook.com/SRVUSD](https://facebook.com/SRVUSD)

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

6/23/20  
Page 93 of 216  
Item 10.2

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF ADOPTION OF THE 2020-21 DISTRICT BUDGET  
INCLUDING THE EXCESS RESERVES REPORT

---

**DISCUSSION:**

The proposed 2020-21 General Fund budget and multi-year projection are attached for the Board's consideration. The complete budget for all funds, including backup schedules and criteria and standards are available at the Ed Center and posted to the district's website at [www.srvusd.net/business](http://www.srvusd.net/business).

The State Constitution requires that the State Budget Bill is presented to the Governor on or before June 15<sup>th</sup>. This deadline has been met.

After June 15<sup>th</sup>, budget trailer bills can follow for days or even weeks after the State Budget Bill has been approved by the Legislature.

The Governor has until June 30<sup>th</sup> to sign the State's 2020-21 Budget Bill and any trailer bills.

Based on whatever language makes the final version of the State's 2020-21 Budget, any necessary adjustments to the District's 2020-21 Budget will be presented to the Board for consideration in August under a "45 Day Budget Revision" agenda item.

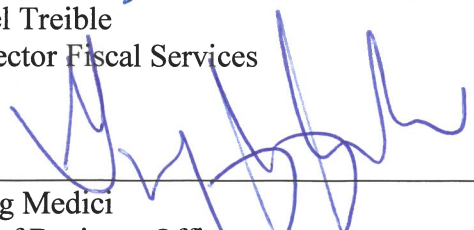
The attached summary includes the key General Fund assumptions, revenues and expenditures, ending balance detail, multi-year projection and a summary of other funds operated by the district.


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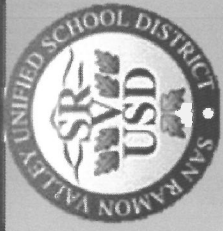
**RECOMMENDATION:** Adopt the 2020-21 District Budget for all funds.

**BUDGET IMPLICATIONS:** As included in the attached.

  
\_\_\_\_\_  
Gael Treible  
Director Fiscal Services

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent



# 2020-21 Adopted Budget Summary Presentation

June 9, 2020 --- First Reading  
June 23, 2020 --- Board Action



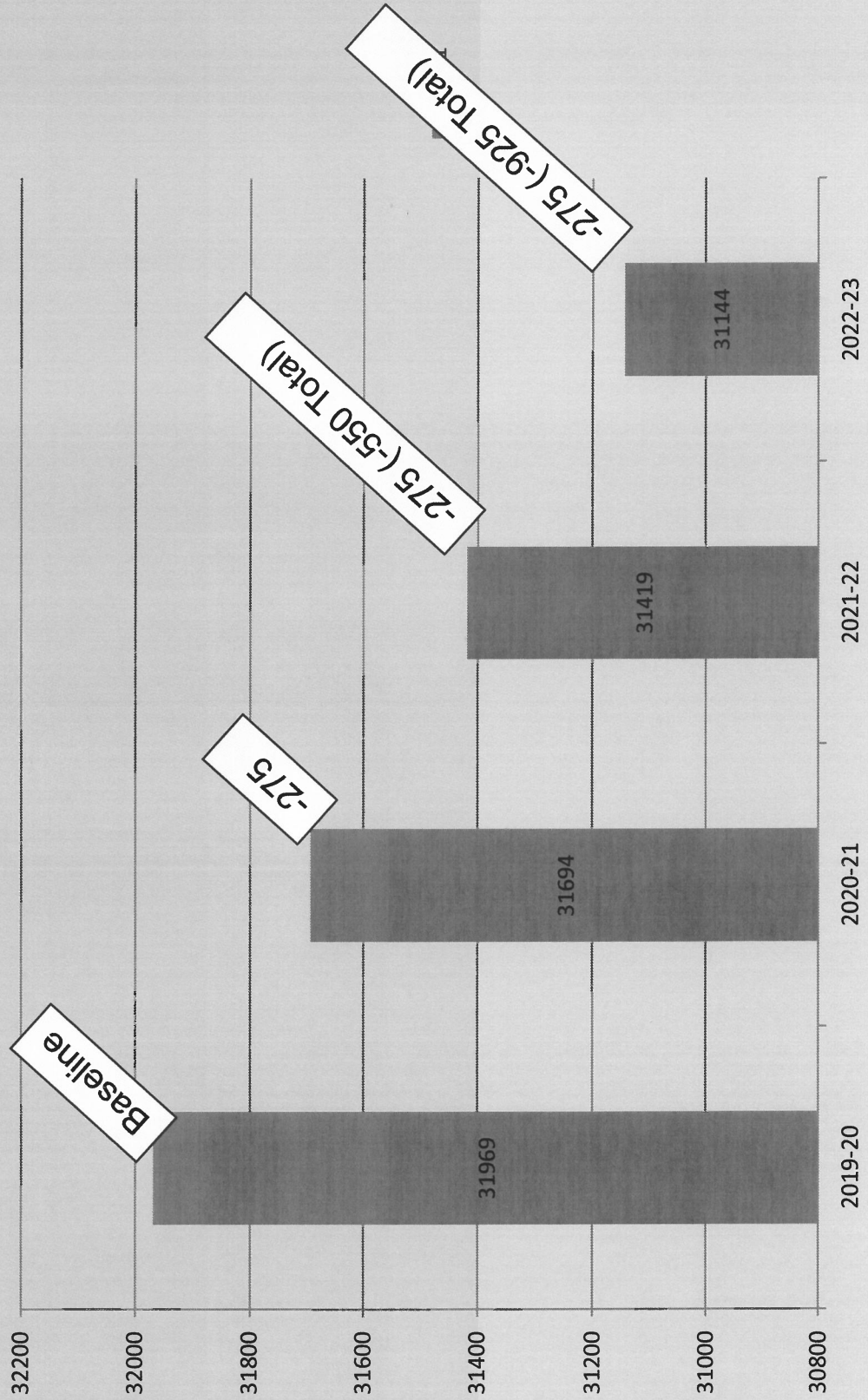
- 2020-21 General Fund Assumptions
  - Revenues
  - Expenditures
- 2020-21 LCAP --- December 2020
- 2020-21 Adopted Budget Financial Summary
- Multi Year Projection (MYP)
- Next Steps

## 2020-21 Assumptions (Revenues)

- Enrollment Decline of 275 Students (Projected 2020-21 Month 2 vs Actual 2019-20 Month 2)
- State COLA: 2.31% with a “Deficit Factor” of “-7.92%” (effectively decreases COLA to below zero)
- Unduplicated Pupil Percentage: 9.53%
- Parcel Tax: \$6.8M included in all three years of the Multi Year Projection (“MYP”)
- Federal Funding Substantially Unchanged through all three years of the MYP
- Mandated Cost Block Grant per ADA: K-8 = \$32.18, 9-12 = \$61.94
- Lottery: \$153 per ADA (Unrestricted) and \$54 per ADA (Restricted)

# Projected Enrollment

### 2019-20, 2020-21, 2021-22 and 2022-23 Projected Enrollment



### Multi-Year Projection Enrollment Assumptions



## 2020-21 Assumptions (Expenditures)

- Medical Premium Increase = 8.0% (preliminary confirmation of expected January 2021 rates from Kaiser and United Healthcare expected July 2020)
  - Dental, vision and life premiums unchanged (no expected increase)
- STRS Employer Rate: 16.15% (-5.66% compared to 19-20)
- PERS Employer Rate: 20.70% (+4.96% compared to 19-20)
- Step and Column Increase: 1.0%
- Staffing Ratios --- aligned to contractual agreements pending further collaboration

## 2020-21 Assumptions (LCAP Expenditures)

# 6

- In accordance with Sacramento's updated 2020-21 Local Control Accountability Plan (LCAP) timelines born out of CoronaVirus uncertainty since March, final 2020-21 LCAP Goals and Actions (and associated expenditures) will be determined in Fall 2020 and brought to the Board for action in December 2020

# 2020-21 Adopted Budgeted Combined General Fund Revenues

Revenues	Unrestricted	Restricted	Total
LCFF Sources	\$252,507,184	\$0	\$252,507,184
Federal Revenue	\$0	\$6,375,307	\$6,375,307
Other State Revenue	\$6,327,650	\$41,397,551	\$47,725,201
Other Local Revenue	\$11,048,623	\$19,957,015	\$31,005,638
<b>Total Revenues</b>	<b>\$269,883,457</b>	<b>\$67,729,873</b>	<b>\$337,613,330</b>



# 2020-21 Adopted Budgeted Combined General Fund Expenditures

# 8

93%

87%

Expenditures	Unrestricted	Restricted	Total
Certificated Salaries	\$127,715,007	\$25,066,542	\$152,781,549
Classified Salaries	\$30,785,629	\$25,430,138	\$56,215,767
Employee Benefits	\$66,776,896	\$37,421,287	\$104,198,183
Books and Supplies	\$3,751,674	\$7,514,670	\$11,266,344
Services and Other Operating	\$14,512,646	\$17,718,084	\$32,230,730
Capital Outlay	\$0	\$176,000	\$176,000
Other Outgo	\$0	\$1,308,867	\$1,308,867
Indirect Costs	(\$455,058)	\$455,058	\$0
<b>Total Expenditures</b>	<b>\$243,086,794</b>	<b>\$115,090,646</b>	<b>\$358,177,440</b>

# 2020-21 Adopted Budgeted

# Combined General Fund Other Sources/Uses

# 9

	Unrestricted	Restricted	Total
<b>Other Financing Sources/Uses</b>			
Transfers In	\$4,500,000	\$0	\$4,500,000
Transfers Out	(\$910,450)	\$0	(\$910,450)
Other Sources	\$0	\$0	\$0
Other Uses	\$0	\$0	\$0
Contributions	(\$46,050,220)	\$46,050,220	\$0
<b>Total Other Sources/Uses</b>	<b>(\$42,460,670)</b>	<b>\$46,050,220</b>	<b>\$3,589,550</b>
<b>Net Increase/Decrease in Fund Balance</b>	<b>(\$15,664,007)</b>	<b>(\$1,310,553)</b>	<b>(\$16,974,560)</b>

Fund 13 Food Service  
Fund 40 Solar Payment

From Fund 17  
Declining Enrollment  
Reserve Depleted to Zero

Special Education,  
Required Routine  
Restricted Maintenance,  
and other Locally  
Restricted Expenses

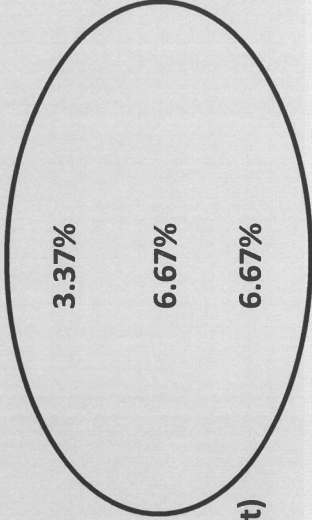


## 2020-21 Projected Ending Balance

	Unrestricted	Restricted	Total
<b>Fund Balance and Reserves</b>			
Beginning Balance (July 1)	\$27,604,860	\$4,969,411	\$32,574,271
Net Increase/Decrease in Fund Balance	-15,664,007	-1,310,553	-16,974,560
<b>Ending Balance (June 30)</b>	<b>\$11,940,853</b>	<b>\$3,658,858</b>	<b>\$15,599,711</b>
<b>Components of Ending Balance</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
Revolving Cash	\$114,900	\$0	\$114,900
Stores	\$79,254	\$0	\$79,254
Prepaid Expenditures	\$25,000	\$0	\$25,000
Restricted	\$0	\$3,658,858	\$3,658,858
One-time Reserve Assignments	\$10,100,248	\$0	\$10,100,248
Site/Department Carryover	\$0	\$0	\$0
Community Facility Use	\$0	\$0	\$0
Lottery	\$1,621,451	\$0	\$1,621,451
Reserve for Economic Uncertainties	\$0	\$0	\$0
Unassigned/Unappropriated	\$0	\$0	\$0
<b>Total Fund Balance</b>	<b>\$11,940,853</b>	<b>\$3,658,858</b>	<b>\$15,599,711</b>

RRM; \$2.6M  
SB 117 COVID-19; \$391K  
Lottery; \$171K  
Low-Performing; \$276K  
Other Restricted; \$218K

1x Bridge; \$5.279M  
1x LCFF Shortfall For  
Deficit Factor: \$4.821M



Reserve % (EU + Undesignated/Unappropriated)

Reserve % (EU + Undesignated/Unappropriated + 1x + Lottery)

Reserve % (EU + Undesignated/Unappropriated + 1x + Lottery + Declining Enrollment)

## Multi-Year Projection Assumptions

	2020-21	2021-22
COLA*	2.31%	2.48%
LCFF Deficit Factor*	-7.92%	-7.92%
Enrollment Decline for Revenues and Staffing	-275	-275
Federal Funding	No Change	No Change
Lottery/ADA (unrestricted/restricted)*	\$153/\$54	\$153/\$54
AB 602 Funding (State Special Education)*	2.31%	2.48%
Required Restricted Maintenance Funding (RRM)	3.00%	3.00%
PERS Employer Rate*	20.7% (+4.96%)	22.84% (+10.34%)
STRS Employer Rate*	16.15% (-5.66%)	16.02% (-0.81%)
Medical Insurance Premiums	8.00%	8.00%
Cash In Lieu of Health and Welfare	0.00%	0.00%
Step & Column	1.00%	1.00%
ROP/CTE Program Contribution	\$1.4M	\$1.4M
CPI (Supplies/Services/Utilities)*	0.62%	1.73%

\* = 2020-21 May Revise School Services of California Planning Factors published May 2020



# Multi-Year Projection

# 12

	2020-21	2021-22	2022-23
<b>Revenues</b>	<b>Budget</b>	<b>Projection</b>	<b>Projection</b>
LCFF Sources	\$252,507,184	\$250,498,450	\$248,708,884
Federal Revenue	\$6,375,307	\$6,375,307	\$6,375,307
Other State Revenue	\$47,725,201	\$46,998,701	\$47,447,856
Other Local Revenue	\$31,005,638	\$30,193,289	\$30,207,452
Other Financing Sources (Transfers In)	\$4,500,000	\$0	\$0
<b>Total</b>	<b>\$342,113,330</b>	<b>\$334,065,747</b>	<b>\$332,739,499</b>
<b>Expenditures</b>			
Certificated Salaries	\$152,781,549	\$153,397,833	\$153,694,117
Classified Salaries	\$56,215,767	\$56,698,488	\$57,186,287
Employee Benefits	\$104,198,183	\$107,559,585	\$113,796,275
Books and Supplies	\$11,266,344	\$10,720,606	\$10,433,246
Services	\$32,230,730	\$31,718,462	\$32,069,275
Capital Outlay	\$176,000	\$176,000	\$176,000
Other Outgo	\$1,308,867	\$1,308,867	\$1,295,357
Transfers Out	\$910,450	\$910,450	\$2,947,365
<b>Total</b>	<b>\$359,087,890</b>	<b>\$362,490,291</b>	<b>\$371,597,922</b>
<b>Net (Decrease) in Fund Balance</b>	<b>(\$16,974,560)</b>	<b>(\$28,424,544)</b>	<b>(\$38,858,423)</b>
<b>Net (Decrease) Unrestricted Only</b>	<b>(\$15,664,007)</b>	<b>(\$27,201,529)</b>	<b>(\$38,143,101)</b>

# Multi-Year Projection

	2020-21	2021-22	2022-23
<b>Fund Balance</b>		<b>Projection</b>	<b>Projection</b>
Net Beginning Fund Balance	\$32,574,271	\$15,599,711	(\$12,824,833)
Ending Fund Balance	\$15,599,711	(\$12,824,833)	(\$51,683,256)
<b>Components of Ending Fund Balance</b>			
Nonspendable	\$219,154	\$219,154	\$219,154
Legally Restricted	\$3,658,858	\$2,435,843	\$1,720,521
Assigned	\$11,721,699	\$0	\$0
Designated for Economic Uncertainties	\$0	\$0	\$0
Undesignated/Unappropriated	\$0	-\$15,479,830	-\$53,622,931
<b>Totals</b>	<b>\$15,599,711</b>	<b>(\$12,824,833)</b>	<b>(\$51,683,256)</b>
Reserve for Economic Uncertainty (Fund 17)	\$ 11,935,802.47	\$ 12,135,802.47	\$ 12,335,802.47
Reserve for Declining Enrollment (Fund 17)	\$ -	\$ -	\$ -
<b>Unrestricted Reserve % (EU (Fund 17) + Unapprop. )</b>	<b>3.37%</b>	<b>-0.92%</b>	<b>-11.11%</b>
2019-20 Second Interim with 2.56% Agreement (Open Session March 3, 2020)	3.00%	3.00%	N/A
<b>Unrestricted Reserve % (EU (Fund 17) + Unapprop. + 1x + Lottery + Declining Enrollment (Fund 17))</b>	<b>6.67%</b>	<b>-0.92%</b>	<b>-11.11%</b>
2019-20 Second Interim with 2.56% Agreement (Open Session March 3, 2020)	7.23%	4.67%	N/A



# Other Funds – Projected 2020-21 Ending Balances Over the Fiscal Year

# 14

- Fund 13 – Cafeteria; \$181,120 (+/- 0 (no change))
  - ❖ Includes net transfer-in from General Fund of \$375,524
- Fund 17 – Special Reserve; \$11,935,802 (-\$4.3 M)
- Fund 21 – Building Fund; \$12,891,104 (-\$55.604 M)
- Fund 25 – Developer Fees; \$5,903,765 (-\$1.289 M)
- Fund 40 – Special Reserve Capital Projects; \$8,669,398 (+\$535K)
- Fund 51 – Bond Int./Red. Fund; \$38,419,524 (+\$4.727M)
- Fund 67 – Self Insurance Fund; \$3,630,350 (+\$263K)
- Fund 71 – Retiree Ben. Fund; \$25,018,874 (-\$389K)

# Pending 2020-21 State Budget News

# 15

- On Wednesday June 3<sup>rd</sup>, the Legislature’s Budget Conference Committee announced the Senate and Assembly had reached an agreement on the 2020-21 State Budget
  - Based largely on a bailout from the Federal Government’s “HEROES” Act and increasing fiscal year deferrals for Education, this vision for bridging the State’s projected \$54 billion shortfall differs from Governor Newsom’s plan
  - If this vision comes true, this would positively impact 2020-21 and Years 2 and 3 (2021-22 and 2022-23) of the MYP
- The Legislature and Governor have until June 30 to reconcile their differences and approve a budget

## Next Steps for the 2020-21 Adopted Budget

- 2020-21 Adopted Budget Board Action (June 23<sup>rd</sup>)
- 45-Day Budget Revision (August 2020)
- 2019-20 Unaudited Actuals (September 2020)
- 2020-21 First Interim (December 2020)

Thank you



District: San Ramon Valley USD  
CDS #: 07-61804

**Adopted Budget  
2020-21 Budget Attachment  
Balances in Excess of Minimum Reserve Requirements**

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2020-21 Budget
01	General Fund/County School Service Fund	\$11,721,698.74
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$16,235,802.47
Total Assigned and Unassigned Ending Fund Balances		\$27,957,501.21
District Standard Reserve Level		2%
Less District Minimum Reserve for Economic Uncertainties		\$7,181,757.80
Remaining Balance to Substantiate Need		\$20,775,743.41

Reference

Resource 0000-1999, Objects 9780/9789/979C

Form 01

Form 17

Form 01CS Line 10B-4 (enter % from line B-4 of 01CS)

Form 01CS Line 10B-7 (enter the \$ from line 7 of 01CS)

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2020-21 Budget	Description of Need
01	General Fund/County School Service Fund	\$9,388,201.74	Will be used to cover LCFF deficit in 21-22
01	General Fund/County School Service Fund	\$2,333,497.00	Expenditures negotiated in SRVEA contract 21-22
Insert Lines above as needed			
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$9,054,044.67	Will be used to cover LCFF deficit in 21-22
Total of Substantiated Needs		\$20,775,743.41	

Remaining Unsubstantiated Balance

\$0.00

Balance should be Zero

**Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.**



**ANNUAL BUDGET REPORT:**  
July 1, 2020 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: SRVUSD Education Center  
Date: June 05, 2020

Place: SRVUSD Education Center  
Date: June 09, 2020  
Time: 07:00 PM

Adoption Date: June 23, 2020

Signed: \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Contact person for additional information on the budget reports:

Name: Gael Treible

Telephone: 925-552-2909

Title: Interim Director, Fiscal Services

E-mail: gtreible@srvusd.net

**Criteria and Standards Review Summary**

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

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CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		X
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> <li>If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2019-20) annual payment?</li> </ul>		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> <li>If yes, are they lifetime benefits?</li> </ul>		X
		<ul style="list-style-type: none"> <li>If yes, do benefits continue beyond age 65?</li> </ul>		X
		<ul style="list-style-type: none"> <li>If yes, are benefits funded by pay-as-you-go?</li> </ul>	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		<ul style="list-style-type: none"> <li>Certificated? (Section S8A, Line 1)</li> <li>Classified? (Section S8B, Line 1)</li> <li>Management/supervisor/confidential? (Section S8C, Line 1)</li> </ul>		X
			n/a	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> <li>Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?</li> <li>Adoption date of the LCAP or an update to the LCAP:</li> </ul>		X
				N/A
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

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ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE/Revenue Limit Sources	8010-8099	252,507,184.00	-0.80%	250,498,450.00	-0.71%	248,708,884.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	6,327,650.00	-1.94%	6,204,869.00	-0.13%	6,196,612.00
4. Other Local Revenues	8600-8799	11,048,623.00	0.13%	11,062,525.00	0.13%	11,076,688.00
5. Other Financing Sources						
a. Transfers In	8900-8929	4,500,000.00	-100.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(46,050,220.00)	6.46%	(49,023,074.00)	4.06%	(51,014,323.00)
6. Total (Sum lines A1 thru A5c)		228,333,237.00	-4.20%	218,742,770.00	-1.73%	214,967,861.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				127,715,007.00		128,039,901.00
b. Step & Column Adjustment				1,284,229.00		1,289,309.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(959,335.00)		(1,251,606.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	127,715,007.00	0.25%	128,039,901.00	0.03%	128,077,604.00
2. Classified Salaries						
a. Base Salaries				30,785,629.00		31,031,251.00
b. Step & Column Adjustment				288,388.00		291,272.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(42,766.00)		(42,766.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	30,785,629.00	0.80%	31,031,251.00	0.80%	31,279,757.00
3. Employee Benefits	3000-3999	66,776,896.00	3.87%	69,359,071.00	6.94%	74,172,655.00
4. Books and Supplies	4000-4999	3,751,674.00	-14.14%	3,221,030.00	-4.35%	3,081,030.00
5. Services and Other Operating Expenditures	5000-5999	14,512,646.00	-4.65%	13,837,654.00	1.23%	14,007,609.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(455,058.00)	0.00%	(455,058.00)	0.00%	(455,058.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	910,450.00	0.00%	910,450.00	223.73%	2,947,365.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		243,997,244.00	0.80%	245,944,299.00	2.91%	253,110,962.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(15,664,007.00)		(27,201,529.00)		(38,143,101.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		27,604,859.74		11,940,852.74		(15,260,676.26)
2. Ending Fund Balance (Sum lines C and D1)		11,940,852.74		(15,260,676.26)		(53,403,777.26)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	219,154.00		219,154.00		219,154.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	11,721,698.74				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		(15,479,830.26)		(53,622,931.26)
f. Total Components of Ending Fund Balance		11,940,852.74		(15,260,676.26)		(53,403,777.26)
(Line D3f must agree with line D2)						

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		(15,479,830.26)		(53,622,931.26)
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	11,935,802.47		12,055,160.00		12,175,712.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		11,935,802.47		(3,424,670.26)		(41,447,219.26)

**F. ASSUMPTIONS**  
 Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

FY21-22 B1d - Reduce 10.7 FTE teachers due to declining enrollment, reduce \$183,100 in professional development positions. B2d - Reduce \$42,766 in extra hours funded by Lottery resource 1100 due to reduced Lottery revenue. FY22-23 B1d - Reduce 10.7 FTE teachers due to continued declining enrollment, reduce \$475,371 in temporary positions funded by "Bridge" one-time funds. B2d - Reduce \$42,766 in extra hours funded by Lottery resource 1100 due to additionally reduced Lottery revenue.

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	6,375,307.00	0.00%	6,375,307.00	0.00%	6,375,307.00
3. Other State Revenues	8300-8599	41,397,551.00	-1.46%	40,793,832.00	1.12%	41,251,244.00
4. Other Local Revenues	8600-8799	19,957,015.00	-4.14%	19,130,764.00	0.00%	19,130,764.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	46,050,220.00	6.46%	49,023,074.00	4.06%	51,014,323.00
6. Total (Sum lines A1 thru A5c)		113,780,093.00	1.36%	115,322,977.00	2.12%	117,771,638.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				25,066,542.00		25,357,932.00
b. Step & Column Adjustment				218,736.00		221,650.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				72,654.00		36,931.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	25,066,542.00	1.16%	25,357,932.00	1.02%	25,616,513.00
2. Classified Salaries						
a. Base Salaries				25,430,138.00		25,667,237.00
b. Step & Column Adjustment				191,202.00		193,396.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				45,897.00		45,897.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	25,430,138.00	0.93%	25,667,237.00	0.93%	25,906,530.00
3. Employee Benefits	3000-3999	37,421,287.00	2.08%	38,200,514.00	3.73%	39,623,620.00
4. Books and Supplies	4000-4999	7,514,670.00	-0.20%	7,499,576.00	-1.96%	7,352,216.00
5. Services and Other Operating Expenditures	5000-5999	17,718,084.00	0.92%	17,880,808.00	1.01%	18,061,666.00
6. Capital Outlay	6000-6999	176,000.00	0.00%	176,000.00	0.00%	176,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,308,867.00	0.00%	1,308,867.00	0.00%	1,308,867.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	455,058.00	0.00%	455,058.00	-2.97%	441,548.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		115,090,646.00	1.26%	116,545,992.00	1.67%	118,486,960.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(1,310,553.00)		(1,223,015.00)		(715,322.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,969,410.85		3,658,857.85		2,435,842.85
2. Ending Fund Balance (Sum lines C and D1)		3,658,857.85		2,435,842.85		1,720,520.85
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	3,658,857.85		2,435,842.85		1,720,520.85
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance		3,658,857.85		2,435,842.85		1,720,520.85
(Line D3f must agree with line D2)						



Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
FY21-22 B1d - +1 FTE Special Education teacher. B2d - +1 FTE Special Education Para. FY22-23 B1d - +1 FTE Special Education teacher. B2d - +1 FTE Special Education Para.						

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	252,507,184.00	-0.80%	250,498,450.00	-0.71%	248,708,884.00
2. Federal Revenues	8100-8299	6,375,307.00	0.00%	6,375,307.00	0.00%	6,375,307.00
3. Other State Revenues	8300-8599	47,725,201.00	-1.52%	46,998,701.00	0.96%	47,447,856.00
4. Other Local Revenues	8600-8799	31,005,638.00	-2.62%	30,193,289.00	0.05%	30,207,452.00
5. Other Financing Sources						
a. Transfers In	8900-8929	4,500,000.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		342,113,330.00	-2.35%	334,065,747.00	-0.40%	332,739,499.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				152,781,549.00		153,397,833.00
b. Step & Column Adjustment				1,502,965.00		1,510,959.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(886,681.00)		(1,214,675.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	152,781,549.00	0.40%	153,397,833.00	0.19%	153,694,117.00
2. Classified Salaries						
a. Base Salaries				56,215,767.00		56,698,488.00
b. Step & Column Adjustment				479,590.00		484,668.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				3,131.00		3,131.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	56,215,767.00	0.86%	56,698,488.00	0.86%	57,186,287.00
3. Employee Benefits	3000-3999	104,198,183.00	3.23%	107,559,585.00	5.80%	113,796,275.00
4. Books and Supplies	4000-4999	11,266,344.00	-4.84%	10,720,606.00	-2.68%	10,433,246.00
5. Services and Other Operating Expenditures	5000-5999	32,230,730.00	-1.59%	31,718,462.00	1.11%	32,069,275.00
6. Capital Outlay	6000-6999	176,000.00	0.00%	176,000.00	0.00%	176,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,308,867.00	0.00%	1,308,867.00	0.00%	1,308,867.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	(13,510.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	910,450.00	0.00%	910,450.00	223.73%	2,947,365.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		359,087,890.00	0.95%	362,490,291.00	2.51%	371,597,922.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(16,974,560.00)		(28,424,544.00)		(38,858,423.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		32,574,270.59		15,599,710.59		(12,824,833.41)
2. Ending Fund Balance (Sum lines C and D1)		15,599,710.59		(12,824,833.41)		(51,683,256.41)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	219,154.00		219,154.00		219,154.00
b. Restricted	9740	3,658,857.85		2,435,842.85		1,720,520.85
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	11,721,698.74		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		(15,479,830.26)		(53,622,931.26)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,599,710.59		(12,824,833.41)		(51,683,256.41)

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		(15,479,830.26)		(53,622,931.26)
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	11,935,802.47		12,055,160.00		12,175,712.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		11,935,802.47		(3,424,670.26)		(41,447,219.26)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.32%		-0.94%		-11.15%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		30,661.81		30,394.19		30,126.57
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		359,087,890.00		362,490,291.00		371,597,922.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		359,087,890.00		362,490,291.00		371,597,922.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		7,181,757.80		7,249,805.82		7,431,958.44
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		7,181,757.80		7,249,805.82		7,431,958.44
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		NO		NO

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	275,780,048.00	0.00	275,780,048.00	252,507,184.00	0.00	252,507,184.00	-8.4%
2) Federal Revenue		8100-8299	0.00	6,811,544.00	6,811,544.00	0.00	6,375,307.00	6,375,307.00	-6.4%
3) Other State Revenue		8300-8599	8,035,323.00	39,154,959.00	47,190,282.00	6,327,650.00	41,397,551.00	47,725,201.00	1.1%
4) Other Local Revenue		8600-8799	10,568,222.00	23,585,973.00	34,154,195.00	11,048,623.00	19,957,015.00	31,005,638.00	-9.2%
5) TOTAL, REVENUES			294,383,593.00	69,552,476.00	363,936,069.00	269,883,457.00	67,729,873.00	337,613,330.00	-7.2%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	130,793,365.00	25,928,888.00	156,722,253.00	127,715,007.00	25,066,542.00	152,781,549.00	-2.5%
2) Classified Salaries		2000-2999	31,217,001.00	24,117,033.00	55,334,034.00	30,785,629.00	25,430,138.00	56,215,767.00	1.6%
3) Employee Benefits		3000-3999	66,003,452.00	34,391,110.00	100,394,562.00	66,776,896.00	37,421,287.00	104,198,183.00	3.8%
4) Books and Supplies		4000-4999	4,917,323.00	13,052,111.89	17,969,434.89	3,751,674.00	7,514,670.00	11,266,344.00	-37.3%
5) Services and Other Operating Expenditures		5000-5999	15,149,145.00	21,924,827.00	37,073,972.00	14,512,646.00	17,718,084.00	32,230,730.00	-13.1%
6) Capital Outlay		6000-6999	129,521.00	619,019.00	748,540.00	0.00	176,000.00	176,000.00	-76.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	72,863.00	1,460,323.00	1,533,186.00	0.00	1,308,867.00	1,308,867.00	-14.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(635,623.00)	635,623.00	0.00	(455,058.00)	455,058.00	0.00	0.0%
9) TOTAL, EXPENDITURES			247,647,047.00	122,128,934.89	369,775,981.89	243,086,794.00	115,090,646.00	358,177,440.00	-3.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			46,736,546.00	(52,576,458.89)	(5,839,912.89)	26,796,663.00	(47,360,773.00)	(20,564,110.00)	252.1%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,694,001.00	0.00	1,694,001.00	4,500,000.00	0.00	4,500,000.00	165.6%
b) Transfers Out		7600-7629	3,332,045.00	0.00	3,332,045.00	910,450.00	0.00	910,450.00	-72.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(46,406,686.00)	46,406,686.00	0.00	(46,050,220.00)	46,050,220.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(48,044,730.00)	46,406,686.00	(1,638,044.00)	(42,460,670.00)	46,050,220.00	3,589,550.00	-319.1%

Item 10.2

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,308,184.00)	(6,169,772.89)	(7,477,956.89)	(15,664,007.00)	(1,310,553.00)	(16,974,560.00)	127.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
2) Ending Balance, June 30 (E + F1e)			27,604,859.74	4,969,410.85	32,574,270.59	11,940,852.74	3,658,857.85	15,598,710.59	-52.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	114,900.00	0.00	114,900.00	114,900.00	0.00	114,900.00	0.0%
Stores		9712	79,254.00	0.00	79,254.00	79,254.00	0.00	79,254.00	0.0%
Prepaid Items		9713	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,969,410.85	4,969,410.85	0.00	3,658,857.85	3,658,857.85	-26.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	27,385,705.74	0.00	27,385,705.74	11,721,698.74	0.00	11,721,698.74	-57.2%
LCFF shortfall	0000	9780				4,821,121.77		4,821,121.77	
Bridge Funding	0000	9780				5,279,126.00		5,279,126.00	
Lottery C/O exp>inc 3 yrs	1100	9780				1,621,450.97		1,621,450.97	
Instructional Materials	0000	9780	0.00						
Professional Development	0000	9780	299,114.00		299,114.00				
Site/Dept designated amounts	0000	9780	224,317.00		224,317.00				
Technology End User Devices	0000	9780	0.00						
Safety and Mental Wellness	0000	9780	0.00						
Efficiency Investments	0000	9780	0.00						
Bridge Funding	0000	9780	8,224,754.00		8,224,754.00				
LCFF Shortfall	0000	9780	16,306,241.77		16,306,241.77				
Lottery C/O exp > inc 3 yrs	1100	9780	2,331,278.97		2,331,278.97				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>LCFF SOURCES</b>									
Principal Apportionment State Aid - Current Year		8011	80,640,808.00	0.00	80,640,808.00	57,385,614.00	0.00	57,385,614.00	-28.8%
Education Protection Account State Aid - Current Year		8012	6,227,348.00	0.00	6,227,348.00	6,189,398.00	0.00	6,189,398.00	-0.6%
State Aid - Prior Years		8019	(20,280.00)	0.00	(20,280.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	1,002,272.00	0.00	1,002,272.00	1,002,272.00	0.00	1,002,272.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	163,077,175.00	0.00	163,077,175.00	163,077,175.00	0.00	163,077,175.00	0.0%
Unsecured Roll Taxes		8042	4,613,190.00	0.00	4,613,190.00	4,613,190.00	0.00	4,613,190.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	3,840,813.00	0.00	3,840,813.00	3,840,813.00	0.00	3,840,813.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	15,168,581.00	0.00	15,168,581.00	15,168,581.00	0.00	15,168,581.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	1,230,141.00	0.00	1,230,141.00	1,230,141.00	0.00	1,230,141.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>275,780,048.00</b>	<b>0.00</b>	<b>275,780,048.00</b>	<b>252,507,184.00</b>	<b>0.00</b>	<b>252,507,184.00</b>	<b>-8.4%</b>
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>275,780,048.00</b>	<b>0.00</b>	<b>275,780,048.00</b>	<b>252,507,184.00</b>	<b>0.00</b>	<b>252,507,184.00</b>	<b>-8.4%</b>
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	4,678,811.00	4,678,811.00	0.00	4,678,812.00	4,678,812.00	0.0%
Special Education Discretionary Grants		8182	0.00	649,759.00	649,759.00	0.00	649,759.00	649,759.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		556,958.00	556,958.00		487,772.00	487,772.00	-12.4%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		463,543.00	463,543.00		304,361.00	304,361.00	-34.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		258,668.00	258,668.00		182,714.00	182,714.00	-29.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,								
Other NCLB / Every Student Succeeds Act	5510, 5630	8290		35,830.00	35,830.00		0.00	0.00	-100.0%
Career and Technical Education	3500-3599	8290		96,086.00	96,086.00		0.00	0.00	-100.0%
All Other Federal Revenue	All Other	8290	0.00	71,889.00	71,889.00	0.00	71,889.00	71,889.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>6,811,544.00</b>	<b>6,811,544.00</b>	<b>0.00</b>	<b>6,375,307.00</b>	<b>6,375,307.00</b>	<b>-6.4%</b>
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/IP Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		19,107,213.00	19,107,213.00		20,685,798.00	20,685,798.00	8.3%
Prior Years	6500	8319		125,125.00	125,125.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	517,542.00	517,542.00	0.00	517,542.00	517,542.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,314,921.00	0.00	1,314,921.00	1,340,820.00	0.00	1,340,820.00	2.0%
Lottery - Unrestricted and Instructional Materials		8560	5,065,668.00	1,917,938.00	6,983,606.00	4,899,830.00	1,729,352.00	6,629,182.00	-5.1%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		308,490.00	308,490.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,654,734.00	17,178,651.00	18,833,385.00	87,000.00	18,464,859.00	18,551,859.00	-1.5%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>8,035,323.00</b>	<b>39,154,959.00</b>	<b>47,190,282.00</b>	<b>6,327,650.00</b>	<b>41,397,551.00</b>	<b>47,725,201.00</b>	<b>1.1%</b>

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	6,835,104.00	0.00	6,835,104.00	6,869,568.00	0.00	6,869,568.00	0.5%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	6,620.00	0.00	6,620.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,455,789.00	0.00	1,455,789.00	1,479,433.00	0.00	1,479,433.00	1.6%
Interest		8660	700,000.00	0.00	700,000.00	900,000.00	0.00	900,000.00	28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	1,780,093.00	1,780,093.00	118,526.00	1,861,356.00	1,979,882.00	11.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	329,294.00	234,211.00	563,505.00	638,934.00	230,697.00	869,631.00	54.3%
Other Local Revenue									
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,241,415.00	21,571,669.00	22,813,084.00	1,042,162.00	17,864,962.00	18,907,124.00	-17.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10,568,222.00</b>	<b>23,585,973.00</b>	<b>34,154,195.00</b>	<b>11,048,623.00</b>	<b>19,957,015.00</b>	<b>31,005,638.00</b>	<b>-9.2%</b>
<b>TOTAL, REVENUES</b>			<b>294,383,593.00</b>	<b>69,552,476.00</b>	<b>363,936,069.00</b>	<b>269,883,457.00</b>	<b>67,728,873.00</b>	<b>337,613,330.00</b>	<b>-7.2%</b>

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	109,133,664.00	20,754,922.00	129,888,586.00	105,588,223.00	19,823,488.00	125,411,711.00	-3.4%
Certificated Pupil Support Salaries		1200	8,682,840.00	3,028,465.00	11,711,305.00	9,811,394.00	3,420,853.00	13,232,247.00	13.0%
Certificated Supervisors' and Administrators' Salaries		1300	10,869,526.00	1,671,621.00	12,541,147.00	11,271,772.00	1,554,273.00	12,826,045.00	2.3%
Other Certificated Salaries		1900	2,107,335.00	473,880.00	2,581,215.00	1,043,618.00	267,928.00	1,311,546.00	-49.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>130,793,365.00</b>	<b>25,928,888.00</b>	<b>156,722,253.00</b>	<b>127,715,007.00</b>	<b>25,066,542.00</b>	<b>152,781,549.00</b>	<b>-2.5%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	688,885.00	12,953,920.00	13,642,805.00	676,455.00	13,424,423.00	14,100,878.00	3.4%
Classified Support Salaries		2200	13,544,670.00	8,983,679.00	22,528,349.00	13,510,573.00	9,948,498.00	23,459,071.00	4.1%
Classified Supervisors' and Administrators' Salaries		2300	2,737,943.00	548,501.00	3,286,444.00	2,401,473.00	524,998.00	2,926,471.00	-11.0%
Clerical, Technical and Office Salaries		2400	13,258,626.00	1,000,648.00	14,259,274.00	13,186,638.00	985,279.00	14,171,917.00	-0.6%
Other Classified Salaries		2900	986,877.00	630,285.00	1,617,162.00	1,010,490.00	546,940.00	1,557,430.00	-3.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>31,217,001.00</b>	<b>24,117,033.00</b>	<b>55,334,034.00</b>	<b>30,785,629.00</b>	<b>25,430,138.00</b>	<b>56,215,767.00</b>	<b>1.6%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	22,356,584.00	18,797,856.00	41,154,440.00	20,810,005.00	20,784,343.00	41,594,348.00	1.1%
PERS		3201-3202	5,647,840.00	4,092,660.00	9,740,500.00	5,655,728.00	4,376,325.00	10,032,053.00	3.0%
OASDI/Medicare/Alternative		3301-3302	4,264,048.00	2,251,616.00	6,515,664.00	4,259,017.00	2,307,584.00	6,566,601.00	0.8%
Health and Welfare Benefits		3401-3402	25,423,302.00	7,021,609.00	32,444,911.00	26,976,683.00	7,789,838.00	34,766,521.00	7.2%
Unemployment Insurance		3501-3502	83,785.00	26,529.00	110,314.00	580,387.00	31,194.00	611,581.00	454.4%
Workers' Compensation		3601-3602	2,816,931.00	934,492.00	3,751,423.00	3,049,079.00	960,443.00	4,009,522.00	6.9%
OPEB, Allocated		3701-3702	1,728,469.00	69,609.00	1,798,078.00	1,772,083.00	66,235.00	1,838,318.00	2.2%
OPEB, Active Employees		3751-3752	1,109,175.00	59,165.00	1,168,340.00	1,189,019.00	68,519.00	1,257,538.00	7.6%
Other Employee Benefits		3901-3902	2,573,318.00	1,137,574.00	3,710,892.00	2,484,895.00	1,036,806.00	3,521,701.00	-5.1%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>66,003,452.00</b>	<b>34,391,110.00</b>	<b>100,394,562.00</b>	<b>66,776,896.00</b>	<b>37,421,287.00</b>	<b>104,198,183.00</b>	<b>3.8%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	150,149.00	2,281,146.00	2,431,295.00	36,548.00	1,135,098.00	1,171,646.00	-51.8%
Books and Other Reference Materials		4200	230,927.00	908,247.00	1,139,174.00	104,140.00	594,193.00	698,333.00	-38.7%
Materials and Supplies		4300	3,272,214.00	8,777,644.89	12,049,858.89	3,165,130.00	4,879,044.00	8,044,174.00	-33.2%
Noncapitalized Equipment		4400	1,264,033.00	1,085,074.00	2,349,107.00	445,856.00	906,335.00	1,352,191.00	-42.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>4,917,323.00</b>	<b>13,052,111.89</b>	<b>17,969,434.89</b>	<b>3,751,674.00</b>	<b>7,514,670.00</b>	<b>11,266,344.00</b>	<b>-37.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	6,090,228.00	6,090,228.00	0.00	5,928,746.00	5,928,746.00	-2.7%
Travel and Conferences		5200	332,530.00	387,674.00	720,204.00	362,295.00	335,869.00	698,164.00	-3.1%
Dues and Memberships		5300	87,431.00	17,266.00	104,697.00	88,789.00	12,975.00	101,764.00	-2.8%
Insurance		5400 - 5450	2,235,880.00	95,000.00	2,330,880.00	2,349,448.00	95,000.00	2,444,448.00	4.9%
Operations and Housekeeping Services		5500	4,736,792.00	4,000.00	4,740,792.00	5,189,000.00	2,241.00	5,191,241.00	9.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,380,334.00	2,942,104.00	4,322,438.00	1,360,494.00	2,073,391.00	3,433,885.00	-20.6%
Transfers of Direct Costs		5710	(451,272.00)	451,272.00	0.00	(450,221.00)	450,221.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(108,464.00)	(236.00)	(108,700.00)	(95,700.00)	0.00	(95,700.00)	-12.0%
Professional/Consulting Services and Operating Expenditures		5800	6,213,529.00	11,922,234.00	18,135,763.00	4,935,972.00	8,798,733.00	13,734,705.00	-24.3%
Communications		5900	722,385.00	15,285.00	737,670.00	772,569.00	20,908.00	793,477.00	7.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>15,149,145.00</b>	<b>21,924,827.00</b>	<b>37,073,972.00</b>	<b>14,512,646.00</b>	<b>17,718,084.00</b>	<b>32,230,730.00</b>	<b>-13.1%</b>

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	478.00	478.00	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	14,000.00	14,000.00	New
Buildings and Improvements of Buildings		6200	29,521.00	0.00	29,521.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	100,000.00	618,541.00	718,541.00	0.00	162,000.00	162,000.00	-77.5%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>129,521.00</b>	<b>619,019.00</b>	<b>748,540.00</b>	<b>0.00</b>	<b>176,000.00</b>	<b>176,000.00</b>	<b>-76.5%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	1,453.00	1,453.00	0.00	0.00	0.00	-100.0%
Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	1,458,870.00	1,458,870.00	0.00	1,308,867.00	1,308,867.00	-10.3%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	2,656.00	0.00	2,656.00	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	70,207.00	0.00	70,207.00	0.00	0.00	0.00	-100.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>72,863.00</b>	<b>1,460,323.00</b>	<b>1,533,186.00</b>	<b>0.00</b>	<b>1,308,867.00</b>	<b>1,308,867.00</b>	<b>-14.6%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(635,623.00)	635,623.00	0.00	(455,058.00)	455,058.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(635,623.00)</b>	<b>635,623.00</b>	<b>0.00</b>	<b>(455,058.00)</b>	<b>455,058.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>247,647,047.00</b>	<b>122,128,934.89</b>	<b>369,775,981.89</b>	<b>243,086,794.00</b>	<b>115,090,646.00</b>	<b>358,177,440.00</b>	<b>-3.1%</b>

Item 10.2

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	1,694,001.00	0.00	1,694,001.00	4,500,000.00	0.00	4,500,000.00	165.6%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,694,001.00	0.00	1,694,001.00	4,500,000.00	0.00	4,500,000.00	165.6%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	2,138,091.00	0.00	2,138,091.00	534,926.00	0.00	534,926.00	-75.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	1,193,954.00	0.00	1,193,954.00	375,524.00	0.00	375,524.00	-68.5%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			3,332,045.00	0.00	3,332,045.00	910,450.00	0.00	910,450.00	-72.7%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(46,406,686.00)	46,406,686.00	0.00	(46,050,220.00)	46,050,220.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(46,406,686.00)	46,406,686.00	0.00	(46,050,220.00)	46,050,220.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>									
(a - b + c - d + e)			(48,044,730.00)	46,406,686.00	(1,638,044.00)	(42,460,670.00)	46,050,220.00	3,589,550.00	-319.1%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	275,780,048.00	0.00	275,780,048.00	252,507,184.00	0.00	252,507,184.00	-8.4%
2) Federal Revenue		8100-8299	0.00	6,811,544.00	6,811,544.00	0.00	6,375,307.00	6,375,307.00	-6.4%
3) Other State Revenue		8300-8599	8,035,323.00	39,154,959.00	47,190,282.00	6,327,650.00	41,397,551.00	47,725,201.00	1.1%
4) Other Local Revenue		8600-8799	10,568,222.00	23,585,973.00	34,154,195.00	11,048,623.00	19,957,015.00	31,005,638.00	-9.2%
5) TOTAL, REVENUES			294,383,593.00	69,552,476.00	363,936,069.00	269,883,457.00	67,729,873.00	337,613,330.00	-7.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		156,519,938.00	79,978,231.00	236,498,169.00	151,605,354.00	75,086,127.00	226,691,481.00	-4.1%
2) Instruction - Related Services	2000-2999		33,430,289.00	8,587,989.00	42,018,278.00	33,174,906.00	6,538,559.00	39,713,465.00	-5.5%
3) Pupil Services	3000-3999		13,731,527.00	17,292,196.89	31,023,723.89	15,009,739.00	17,735,501.00	32,745,240.00	5.5%
4) Ancillary Services	4000-4999		1,855,480.00	2,650,141.00	4,505,621.00	1,861,266.00	2,201,716.00	4,062,982.00	-9.8%
5) Community Services	5000-5999		1,347,096.00	154.00	1,347,250.00	954,715.00	128.00	954,843.00	-29.1%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		16,806,853.00	1,020,238.00	17,827,091.00	16,394,097.00	780,691.00	17,174,788.00	-3.7%
8) Plant Services	8000-8999		23,883,001.00	11,139,662.00	35,022,663.00	24,086,717.00	11,439,057.00	35,525,774.00	1.4%
9) Other Outgo	9000-9999	Except 7600-7699	72,863.00	1,460,323.00	1,533,186.00	0.00	1,308,867.00	1,308,867.00	-14.6%
10) TOTAL, EXPENDITURES			247,647,047.00	122,128,934.89	369,775,981.89	243,086,794.00	115,090,646.00	358,177,440.00	-3.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			46,736,546.00	(52,576,458.89)	(5,839,912.89)	26,796,663.00	(47,360,773.00)	(20,564,110.00)	252.1%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,694,001.00	0.00	1,694,001.00	4,500,000.00	0.00	4,500,000.00	165.6%
b) Transfers Out		7600-7629	3,332,045.00	0.00	3,332,045.00	910,450.00	0.00	910,450.00	-72.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(46,406,686.00)	46,406,686.00	0.00	(46,050,220.00)	46,050,220.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(48,044,730.00)	46,406,686.00	(1,638,044.00)	(42,460,670.00)	46,050,220.00	3,589,550.00	-319.1%



Description	Function Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,308,184.00)	(6,169,772.89)	(7,477,956.89)	(15,664,007.00)	(1,310,553.00)	(16,974,560.00)	127.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			28,913,043.74	11,139,183.74	40,052,227.48	27,604,859.74	4,969,410.85	32,574,270.59	-18.7%
2) Ending Balance, June 30 (E + F1e)			27,604,859.74	4,969,410.85	32,574,270.59	11,940,852.74	3,658,857.85	15,599,710.59	-52.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	114,900.00	0.00	114,900.00	114,900.00	0.00	114,900.00	0.0%
Stores		9712	79,254.00	0.00	79,254.00	79,254.00	0.00	79,254.00	0.0%
Prepaid Items		9713	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,969,410.85	4,969,410.85	0.00	3,658,857.85	3,658,857.85	-26.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	27,385,705.74	0.00	27,385,705.74	11,721,698.74	0.00	11,721,698.74	-57.2%
LCFF shortfall	0000	9780				4,821,121.77		4,821,121.77	
Bridge Funding	0000	9780				5,279,126.00		5,279,126.00	
Lottery C/O exp>inc 3 yrs	1100	9780				1,621,450.97		1,621,450.97	
Instructional Materials	0000	9780	0.00						
Professional Development	0000	9780	299,114.00		299,114.00				
Site/Dept designated amounts	0000	9780	224,317.00		224,317.00				
Technology End User Devices	0000	9780	0.00						
Safety and Mental Wellness	0000	9780	0.00						
Efficiency Investments	0000	9780	0.00						
Bridge Funding	0000	9780	8,224,754.00		8,224,754.00				
LCFF Shortfall	0000	9780	16,306,241.77		16,306,241.77				
Lottery C/O exp > inc 3 yrs	1100	9780	2,331,278.97		2,331,278.97				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

San Ramon Valley Unified  
Contra Costa County

July 1 Budget  
General Fund  
Exhibit: Restricted Balance Detail

<b>Resource</b>	<b>Description</b>	<b>2019-20 Estimated Actuals</b>	<b>2020-21 Budget</b>
6300	Lottery: Instructional Materials	163,370.08	170,752.08
7311	Classified School Employee Professional Development Block Grant	68,990.58	1,999.58
7388	SB 117 COVID-19 LEA Response Funds	390,750.00	390,750.00
7510	Low-Performing Students Block Grant	526,818.00	275,874.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	3,603,665.61	2,603,665.61
9010	Other Restricted Local	215,816.58	215,816.58
<b>Total, Restricted Balance</b>		<b>4,969,410.85</b>	<b>3,658,857.85</b>

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA

**DATE:** JUNE 23, 2020

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION NO. 93/19-20,  
IN THE MATTER OF ORDERING THE REGULAR GOVERNING  
BOARD MEMBER ELECTIONS; SPECIFICATIONS OF ELECTION  
ORDER

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**DISCUSSION:** This resolution will satisfy Education Code 5322 and Election Code 1302(a) requirements that in the event of any ordered election a resolution be delivered to the County Superintendent of Schools and the Officer conducting the election, ordering said election.

This resolution also established the required conditions for prospective candidates relative to the election of two (2) board members on November 3, 2020.

**BUDGET IMPLICATIONS:** The district shares the expense of the November election with other public agencies. Funds are allocated for this purpose.

**RECOMMENDATION:** The administration recommends approval.



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Rick Schmitt  
Superintendent

10.3

Item Number

## **SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

### **RESOLUTION NO. 93/19-20**

#### **IN THE MATTER OF ORDERING REGULAR GOVERNING BOARD MEMBER ELECTIONS; SPECIFICATIONS OF THE ELECTION ORDER**

**WHEREAS**, Election Code 1302 (a) provides that, in the absence of establishing the Election Day for governing board members to regularly occur on specified statewide elections, the regular election to select governing board members in any school or community college district shall be held on the first Tuesday after the first Monday in November of each even numbered year;

**WHEREAS**, Education Code 5322 provides that whenever an election for governing board members is ordered, the governing board shall, by resolution, provide for specifications of the election order which shall be delivered to the County Superintendent of Schools and the officer conducting the election not less than 123 days prior to the date set for the election; and

**WHEREAS**, other elections of school districts or other public agencies may be held in whole or part within the territory of this district and it is to the advantage of the district to consolidate therewith;

**WHEREAS**, Elections Code Section 13307 requires that before the nominating period opens, the governing body must determine whether a charge shall be levied against each candidate submitting a candidate's statement to be sent to the voters; may estimate the cost; and determine whether the cost must be paid in advance; and

**WHEREAS**, Elections Code Section 12112 and Education Code 5363, requires the publication of a notice of the election once in a newspaper of general circulation in the district;

**WHEREAS**, tie votes shall be determined by lot or run-off election according to Education Code 5016.

**NOW, THEREFORE, BE IT RESOLVED as follows:**

#### **SPECIFICATIONS OF THE ELECTION ORDER**

1. The Governing Board hereby orders an election to be held within the territory included in this district on the 3rd day of November, 2020, for the purpose of electing member(s) to the governing board of the District in accordance with the following specifications:
2. The purpose of the election is to choose successors for the following offices: Board of Education Greg Marvel term ending 12/2020 Area 2 and Mark Jewett term ending 12/2020 Area 3.
3. The Governing Board has determined that the candidate will pay for the Candidate's Statement. As a condition of having the Candidate's Statement published, the candidate shall/may pay the cost at the time of filing. The Governing Board hereby establishes the estimated cost for a candidate statement as the following: Area 2 - \$494.80 and Area 3 - \$432.20.
4. The Governing Board requests that the Elections Division publish the Notice of Election in a newspaper of general circulation that is regularly circulated in the territory.
5. The Governing Board has determined that the action to be taken in the event of a tie vote is as follows: in case of a tie vote, the tie shall be broken by lot.

6. The Governing Board hereby requests and consents to the consolidation of this election with other elections to be held in whole or in part in the territory of the district, pursuant to Education Code 5340 and Elections Code 10400.
7. The Clerk of this Board is ordered to deliver copies of this resolution to the County Superintendent of Schools and to the Registrar of Voters as required by Education Code 5322 and 5324.
8. In accordance with Education Code 5421, the district will reimburse the County for the actual cost incurred by the county elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official.
9. The County Superintendent of Schools is to file resolutions calling governing board elections with the Elections Office according to Education code 5324.
10. I, Susanna Ordway, Clerk of the Board of Trustees of the San Ramon Valley Unified School District, do hereby certify that the foregoing Resolution was proposed by Board member \_\_\_\_\_, seconded by Board member \_\_\_\_\_, and was duly passed and adopted by said Board at an official and public meeting thereof held on June 23, 2020 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAINED:**

**DATED:**

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Susanna Ordway  
Clerk of the Board of Education  
San Ramon Valley Unified School District  
Contra Costa County, State of California

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 23, 2020

**TOPIC: CONSIDERATION OF APPROVAL OF ADDENDA TO EMPLOYMENT AGREEMENTS FOR CERTAIN CONTRACTED MANAGEMENT EMPLOYEES APPLYING A ONE YEAR EXTENSION OF TERM AND/OR A SALARY ADJUSTMENT**

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**DISCUSSION:**

The current employment agreements of the Assistant Superintendent, Educational Services, the Assistant Superintendent, Human Resources and the Chief Business Officer will expire on June 30, 2021. In order to maintain consistency and stability in the major operations of the District which these managers lead and oversee, staff requests approval of the attached addenda to those employment agreements which will extend the term of each by one year through June 30, 2022. Additionally, in addition to the extension of term, and pursuant to the provisions of his employment agreement, the addendum for the Chief Business Officer also applies a longevity step increment effective July 1, 2020.

**RECOMMENDATION:**

Approve the addenda to the agreements for employment of the contracted management employees as described above.

**BUDGET IMPLICATIONS:**

There total cost to the General Fund associated with approving these addenda is approximately \$14,600, including salary and statutory costs.



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Keith Rogenski  
Assistant Superintendent  
Human Resources



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Rick Schmitt  
Superintendent





**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526  
**Board of Education**  
(925) 552-2933 • FAX (925) 838-3147  
[www.srvusd.net](http://www.srvusd.net)

**ADDENDUM TO AGREEMENT FOR EMPLOYMENT FOR  
CHRISTINE HUAJARDO, ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

Addendum to Section 1: **TERM/TERMINATION/EXTENSIONS**

The Governing Board hereby extends the Assistant Superintendent's employment contract through June 30, 2022 effective July 1, 2020

All other provisions of the existing Assistant Superintendent's contract remain unchanged.

**Signed:**

**For the District:**

**Recommended by:**

\_\_\_\_\_  
Greg Marvel  
President, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Rick Schmitt  
Superintendent

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Mark Jewett  
Vice-President, Board of Education

\_\_\_\_\_  
DATE

**Signed:**

\_\_\_\_\_  
Susanna Ordway  
Clerk, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Christine Huajardo  
Assistant Superintendent,  
Human Resources

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Ken Mintz  
Member, Board of Education

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Rachel Hurd  
Member, Board of Education

\_\_\_\_\_  
DATE





**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526  
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(925) 552-2933 • FAX (925) 838-3147  
[www.srvusd.net](http://www.srvusd.net)

**ADDENDUM TO AGREEMENT FOR EMPLOYMENT FOR  
KEITH ROGENSKI, ASSISTANT SUPERINTENDENT, HUMAN RESOURCES**

Addendum to Section 1: **TERM/TERMINATION/EXTENSIONS**

The Governing Board hereby extends the Assistant Superintendent’s employment contract through June 30, 2022 effective July 1, 2020

All other provisions of the existing Assistant Superintendent’s contract remain unchanged.

**Signed:**

**For the District:**

**Recommended by:**

\_\_\_\_\_  
Greg Marvel  
President, Board of Education

DATE

\_\_\_\_\_  
Rick Schmitt  
Superintendent

DATE

\_\_\_\_\_  
Mark Jewett  
Vice-President, Board of Education

DATE

**Signed:**

\_\_\_\_\_  
Susanna Ordway  
Clerk, Board of Education

DATE

\_\_\_\_\_  
Keith Rogenski  
Assistant Superintendent,  
Human Resources

DATE

\_\_\_\_\_  
Ken Mintz  
Member, Board of Education

DATE

\_\_\_\_\_  
Rachel Hurd  
Member, Board of Education

DATE





**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 23, 2020

**TOPIC: CONSIDERATION OF APPROVAL OF THE SRVUSD SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) ANNUAL SERVICE PLAN AND ANNUAL BUDGET PLAN FOR 2020-2021**

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**DISCUSSION:** San Ramon Valley Unified School District is a single district Special Education Local Plan Area (SELPA) and, as such, provides a comprehensive range of program options and related services to students residing in the SRVUSD attendance area. The 2020-21 Annual Budget Plan and Annual Service Plan of the San Ramon Valley Unified School District SELPA are written in accordance with the requirements of AB602 for services provided to special education services during the 2019-20 school year. Assembly Bill 602, the Special Education Funding Reform Act of 1997, requires that SELPAs provide a complete description of all programs and services provided to special education students in accordance with their Local Plan on an annual basis.

These plans, known as the Annual Service Plan and Annual Budget Plan, identify expected expenditures, include a description of services, the physical location of services, and demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP) pursuant to the SELPA Local Plan for the 2020-21 school year. The Annual Service Plan conforms as required to the state management information system codes (CASEMIS) which describe the specific location and services for students receiving special education within the district. The Annual Budget Plan explains how the special education budget for the 2020-21 fiscal year conforms to the state required budget categories and supports the implementation of the Local Plan.

**RECOMMENDATION:** Approve SRVUSD Special Education Local Plan Area (SELPA) Annual Budget Plan and Annual Service Plan for 2020-21.

**BUDGET IMPLICATIONS:** None. When reviewing the Annual Service Plan and Annual Budget Plan, the information presented in these plans is specific as it relates to the requirement from CDE to list services and expenditures under codes used in both the CASEMIS and SACS systems.

  
MaryAnn Frates  
SELPA Executive Director

  
Rick Schmitt  
Superintendent

10.5  
Item Number



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
699 Old Orchard Drive, Danville, California 94526  
**Special Education / SELPA Office**  
Office (925) 820-6815 ♦ FAX (925) 820-5277 ♦ Voice Mail (925) 552-2988

June 4, 2020

**NOTICE OF ADOPTION OF THE  
ANNUAL SERVICE AND BUDGET PLAN FOR 2020-2021**

The SRVUSD/SELPA 2020-2021 Annual Service and Budget Plan will be adopted at the June 23, 2020 Board Meeting in accordance with the requirements of AB602. These plans identify expected expenditures and include a description and physical location of services and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP).

A handwritten signature in red ink, appearing to read "MaryAnn Frates", is written over a horizontal line.

\_\_\_\_\_, dated June 4, 2020  
MaryAnn Frates, SELPA Executive Director

*Communication, Collaboration and Accountability*

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020



Section A: Contacts and Certifications

SELPA

Fiscal Year

**Contact Information and Certification Requirements**

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- Initial Local Plan (new SELPAs only)       Amended Governance and Administration  
 Annual Plan       Amended Annual Plan       Amended Local Educational Agency Membership

**Special Education Local Plan Area Contact Information**

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

**Special Education Local Plan Area Administrator**

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

**SELPA Contact Information**

SELPA Name	<input type="text" value="San Ramon Valley USD"/>		
SELPA Code	<input type="text" value="0713"/>		
Street Address	<input type="text" value="633 Old Orchard Drive"/>	Zip Code	<input type="text" value="94526"/>
City	<input type="text" value="Danville"/>	County	<input type="text" value="Contra Costa"/>
Administrator First Name	<input type="text" value="Mary Ann"/>		
Administrator Last Name	<input type="text" value="Frates"/>		
Email	<input type="text" value="mfrates@srvusd.net"/>		
Telephone	<input type="text" value="925-552-2688"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="SELPA Executive Director"/>		
Web Address	<input type="text" value="https://www.srvusd.net/"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information**

RLA/AU	<input type="text" value="San Ramon Valley USD"/>		
Street Address	<input type="text" value="699 Old Orchard Drive"/>	Zip Code	<input type="text" value="94526"/>
City	<input type="text" value="Danville"/>	County	<input type="text" value="Contra Costa"/>
Superintendent First Name	<input type="text" value="Rick"/>	Last Name	<input type="text" value="Schmitt"/>
Email	<input type="text" value="Superintendent@srvusd.net"/>		
Telephone	<input type="text" value="(925) 552-2933"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="https://www.srvusd.net"/>		

**Special Education Local Plan Agency Review Requirements**

***Community Advisory Committee***

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

***County Office of Education***

*(California Education Code (EC) sections 56140, 56195.1(c), and 56205)*

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Public Hearing Requirements**

***Local Educational Agency***

**Annual Budget and Service Plans (Sections D, E, and Attachments)**

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

***Special Education Local Plan Area***

**Annual Budget and Services Plans (Sections D, E, and Attachments)**

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	<input type="text" value="Jun 4, 2020"/>
Annual Budget Plan PH Date	<input type="text" value="Jun 23, 2020"/>
Annual Services Plan PH Posting Date	<input type="text" value="Jun 4, 2020"/>
Annual Services Plan PH Date	<input type="text" value="Jun 23, 2020"/>

**Submitting the Local Plan to the California Department of Education**

**STEP 1:**

Section A is required when submitting any and all local plan sections to the CDE for approval.

**STEP 2:**

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

- Single-LEA**       **Multiple-LEAs**
- Charter Schools Only
- LEAs Only (including Charter LEAs)

**Section A: Contacts and Certifications**

**SELPA**

**Fiscal Year**

COE/LEA

Small and Sparse (EC sections 56211 through 56212)

**STEP 3:**

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

Yes  No If "Yes," enter the fiscal year of the previously approved plan

**STEP 4:**

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-			<input type="text"/>	<input type="text"/>
-			<input type="text"/>	<input type="text"/>

**STEP 5:**

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1      Number Submitted
- Certification 2      Number Submitted
- Certification 3      Number Submitted
- Certification 4      Number Submitted
- Certification 5      Number Submitted

Section A: Contacts and Certifications

SELPA

Fiscal Year

**STEP 6:**

Make sure all applicable certifications are signed electronically and are attached to this pdf.

**STEP 7:**

Electronically submit the completed section(s) to the CDE at [SELPALocalPlan@cde.ca.gov](mailto:SELPALocalPlan@cde.ca.gov). SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

**IMPORTANT:** Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1: Governance and Administration**

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

**Rick Schmitt**

Digitally signed by Rick Schmitt  
Date: 2020.06.16 12:13:30 -07'00'

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

**MaryAnn Frates**

Digitally signed by MaryAnn Frates  
Date: 2020.06.17 11:40:59 -07'00'

SELPA Administrator

Date



Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2: Annual Budget Plan and Annual Service Plan**

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), 20 USC 1400 et seq., and implementing regulations under 34 CFR Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of 5 CCR.

Web address where the SELPA local plan, including all sections, is posted.

**Rick Schmitt** Digitally signed by Rick Schmitt  
Date: 2020.06.16 12:13:59 -07'00'

RLA/AU Authorized Agent

**6/16/2020**

Date

Local Governance Council Chairperson

Date

**MaryAnn Frates** Digitally signed by MaryAnn Frates  
Date: 2020.06.17 11:41:21 -07'00'

SELPA Administrator

**6/17/2020**

Date

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526

**DATE: June 23, 2020**

**TOPIC: CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES**

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**DISCUSSION:**

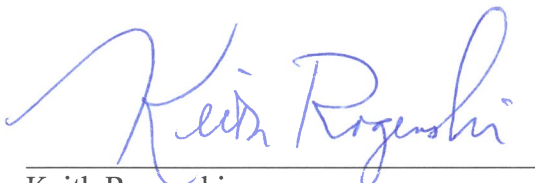
The attached personnel changes require Board approval.

**RECOMMENDATION:**

The Administration recommends approval of the Certificated Personnel Changes.

**BUDGET IMPLICATIONS:**

All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Keith Rogenski  
Assistant Superintendent  
Human Resources



Aileen Parsons  
Director  
Human Resources



Rick Schmitt  
Superintendent

Item Number

11.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - June 23, 2020

**Resignations/Retirements**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Sandra	Brumbaum	TSA, Elementary	1.000	GV	06/01/20	Resignation
Scott	Cooley	Teacher, Special Ed	1.000	CH	06/01/20	Resignation
Jennifer	Crain	Psychologist Intern	Stipend	SE	06/05/20	Resignation
Wayne	Gishi	Teacher, Elementary	1.000	RR	06/01/20	Retirement
Heather	Glickman	Psychologist Intern	Stipend	SE	06/05/20	Resignation
Marissa	Kalan	Teacher Middle	0.167	DV	06/01/20	Resignation
Melissa	Lucero	Teacher, Elementary	1.000	GL	06/01/20	Resignation
Dana	Mentink	Teacher, Elementary	0.400	MO	06/01/20	Resignation
Tyler	Roberts	Athletic Director	0.800	CH	06/01/20	Resignation
Richard	Schmitt	Superintendent	1.000	EC	07/31/20	Retirement
Kristan	Stern	Teacher, Special Ed	1.000	MT	06/01/20	Resignation
Barbara	Weisbrod	Teacher, Middle	1.000	DV	06/01/20	Retirement
Marissa	Whiteley	Teacher, Special Ed	1.000	IH	06/01/20	Resignation
Jonathan	Williams	Teacher, Elementary	0.500	QR	06/01/20	Resignation
Jonathan	Williams	TSA, CRTL	0.500	ES	06/01/20	Resignation

**2019-20 Leaves of Absence-Partial Year**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Neelam	Bhojani	Teacher, Middle	0.833	GR	01/23/20-05/31/20

**2020-21 Reduced Workload Leaves of Absence**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Stacey	Peterson	Teacher, Elementary	0.500	BC	7/1/2020

**2019-20 Temporary Employment - Partial Year**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Kathleen	Dillingham*	Teacher, High	0.200	VE	03/19/20-06/04/20

\*Revision

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL  
CHANGES

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**DISCUSSION:**

The attached personnel changes require Board approval.

**RECOMMENDATION:**

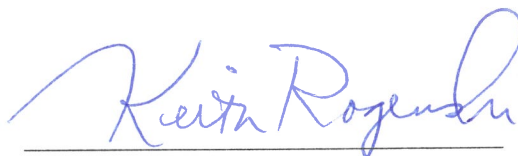
The Administration recommends approval of the Classified Personnel Changes.

**BUDGET IMPLICATIONS:**

All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Nancy J. Gamache  
Director, Human Resources



Keith Rogenski  
Assistant Superintendent, Human Resources



Rick Schmitt  
Superintendent

11.2

Item Number

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - June 23, 2020

**Separation**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
April	Thompson	Autism Specialist Para	BC	Resign	06/02/20
Angelica	Rettig	Child Nutrition Assistant	PV	Resign	05/30/20
Tracy	Burgess	Classroom Para	CK	Resign	06/02/20
Azarmi	Gotla	Noon Duty Supervisor	CC	Resign	05/30/20
Kevin	O'Brien	Noon Duty Supervisor	CW	Resign	05/29/20
Lynne	Wong	Noon Duty Supervisor	CC	Resign	05/30/20

**Voluntary Change in Classification**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Raymond	Tessendorf	Custodian	MV	40.00	Dist.	
		to Head Custodian	MV	40.00	Dist.	06/09/20

**Increase in FTE**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
John	Alfaro	School Technology Instructional Asst.	VG	24.00	Dist./Ext.	
		to School Technology Instructional Asst.	VG	40.00	Dist./Ext.	07/01/20

**Reduction (63 Month Reemployment)**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Katherine	Apodaca	Library Media Coordinator	CC	19.50	Dist./Ext.	
		to Library Media Coordinator	CC	12.00	Dist.	07/13/20
Eileen	Hock	Library Media Coordinator	MO	40.00	Dist./Ext.	
		to Library Media Coordinator	MO	21.00	Dist./Ext.	07/13/20
Lori Ann	Mitchell	Library Media Coordinator	CH	30.50	Dist./Ext.	
		to Library Media Coordinator	CH	24.50	Dist./Ext.	07/13/20
Dorothy	Demonteverde	School Technology Instructional Asst.	GL	14.00	Ext.	
		to School Technology Instructional Asst.	GL	8.00	Ext.	07/13/20
Celia	Hensger	School Technology Instructional Asst.	GV	24.00	Ext.	
		to School Technology Instructional Asst.	GV	18.00	Ext.	07/13/20

**Reduction in Duty Year Work Days**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wrk Days</u>	<u>Fund</u>	<u>Eff Date</u>
Susan	Ardakanian	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Angela	Baron-Ordaz	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Cathy	Begun	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Keli	Dagbovie	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20

**Reduction in Duty Year Work Days (continued)**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wrk Days</u>	<u>Fund</u>	<u>Eff Date</u>
Sarah	Dobson	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Katelynn	Erickson	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Peachy May	Garcia	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Angelo	Gutierrez	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Alisha	Hope	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Sharon	Morizono	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Serena	Piazza	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Karen	Pitak	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20
Amrita	Randhawa	Specialized Phy. Health Care Asst.	ES	202.50	Dist.	
		to Specialized Phy. Health Care Asst.	ES	196.50	Dist.	07/13/20

**Probationary Release**

<u>EID#</u>	<u>Classification</u>	<u>Eff Date</u>
14430	General Office Clerk	06/01/20
16942	Instructional Assistant	06/01/20
16921	School Technology Instructional Asst.	06/01/20



# San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

6/23/20  
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Item 11.3

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF CONTRACTS/PURCHASES  
OVER \$50,000

**DISCUSSION:** Contracts and purchases over \$50,000 are routinely brought to the Board for approval. Copies of the contracts are available to the Board and public upon request.

Vendor Name	Item	Amount	Funding
American Asphalt	Asphalt repair, various sites	\$110,000	GF - RRM
American Asphalt	Concrete/asphalt repair: Montair ES & Cal HS	\$65,185	GF - RRM
Anderson Carpet	Flooring, Greenbrook, Baldwin & Bollinger	\$138,443	GF - RRM
Anderson Commercial	Flooring supplies	\$55,000	GF - RRM
Apodaca Mechanical	HVAC repairs	\$110,000	GF - RRM
AT&T	ASE Circuits	\$200,000	GF - Tech
Be A Mentor	Volunteer Database Clearance	\$225,000	GF - Prof. Serv
Brightview	Landscaping, district	\$396,000	GF - Grounds
Cal Steam	Plumbing supplies	\$55,000	GF - RRM
Construction West	Building repairs	\$110,000	GF - RRM
Convergeone	Cisco Smartnet renewal	\$62,000	GF - Tech
Denalect	Alarm service/maint/repairs	\$385,000	GF - RRM
Donado Tree	Tree service, district	\$93,500	GF - RRM
East Bay Pool	Pool maint/repair	\$104,500	GF - RRM
Edgenuity	Math program for MS & HS	\$88,000	GF - Instruction
Home Depot	Hardware supplies	\$128,700	GF - RRM
Infinite Campus	Student information system	\$342,336	GF - Tech
Informed K12	Electronic Forms Manager renewal	\$115,000	GF - Tech
Jeffco	Roof maint/repair, district	\$110,000	GF - RRM
Kone	elevator maint/repair	\$93,500	GF - RRM
Livermore Ford	Service Trucks: (1) F250 w/ box, (1) F450 w/ box, (3) F250 standard	\$194,643	GF - RRM
LPG	Fire inspection and fire hydrants	\$99,920	GF - RRM
MBS Engineering	Replace gas regulators	\$82,500	GF - RRM
Musco Sports Lighting	Sports field lighting at MVHS	\$1,045,000	Building Fund
NetXperts	Add'l for e-rate networking equip(3/19/20)	\$27,000	Measure D - Tech
Pace Supply	Plumbing parts	\$55,000	GF - RRM
Raibon & Colbert	Consulting and Hazard Waste Disposal	\$105,600	GF - RRM
RSD	HVAC and refrigeration parts	\$82,500	GF - RRM
SunPower	Photovoltaic systems maintenance	\$115,000	GF - RRM
Vasco Road	Garbage disposal	\$96,800	GF - Disposal
West-Lite	Lamp bulbs	\$71,500	GF - RRM

**RECOMMENDATION:** Authorize the District to execute the above agreements and purchases.

**BUDGET IMPLICATIONS:** As stated above.

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

11.3  
Item Number

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 23, 2020

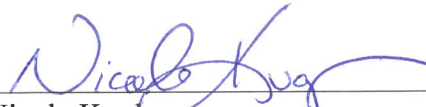
**TOPIC:** DECLARATION OF SURPLUS PROPERTY

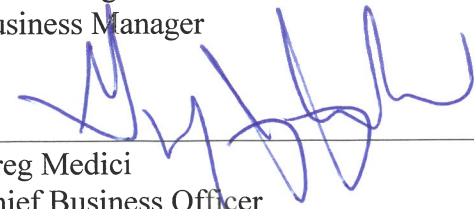
**DISCUSSION:** As per Education Code section 17545-17555, the governing board may sell or dispose of personal property which is unusable, obsolete, or no longer needed by the district. Staff has determined that the item(s) listed below are surplus property and they have been verified as obsolete, unusable and/or cost prohibitive to repair or maintain. If the items do not exceed in value the sum of \$2,500, they may be sold at a private sale without advertising. If the property is of insufficient value to defray the costs of arranging a sale, the items may be donated to a charitable organization or may be disposed of in the local public dump. The items will be removed from the District's fixed asset inventory upon sale or disposal.


Qty	Item
21	Projectors/Doc Cameras
7	A/V Equipment Per Bpx

**RECOMMENDATION:** Staff recommends approval of the items as surplus property.

**BUDGET IMPLICATIONS:** Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.

  
\_\_\_\_\_  
Nicole Kugler  
Business Manager

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 23, 2020


**TOPIC:** RATIFICATION OF WARRANTS


**DISCUSSION:** In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates: May 28, 2020 through June 10, 2020. Detailed warrant registers are available in the District's Business Office for public inspection.

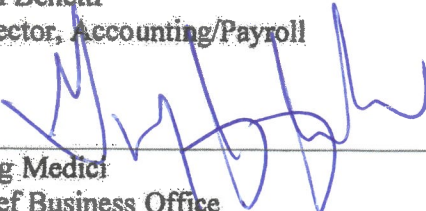
Fund Number	Fund Name	Vendor Warrants	Salary Warrants	Total
1	General Fund	1,547,877.95	205,509.14	13,125,822.64
5	Warrant Pass Through Fund	13,430,293.70		13,430,293.70
13	Child Nutrition Fund	75,175.24	1,543.30	76,718.54
21	Building Fund	900,081.56	2,388.73	902,470.29
25	Capital Facilities Fund	97,338.84		97,338.84
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	52,380.57		52,380.57
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	34,567.20		34,567.20
71	Retiree Benefit Fund			-
76	Warrant Pass Through Fund			-
77	Payroll A/P Clearing			-
<b>Total All Funds</b>		<b>16,137,715.06</b>	<b>\$209,441.17</b>	<b>\$16,347,156.23</b>

**RECOMMENDATION:** The Administration recommends ratification of the warrants issued on the above dates.

**BUDGET IMPLICATIONS:** As noted above.

  
\_\_\_\_\_  
Lori Benetti  
Director, Accounting/Payroll

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

  
\_\_\_\_\_  
Greg Medici  
Chief Business Office

11.5  
Item Number

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF LIVE STREAMING MEDIA FOR HIGH SCHOOL ATHLETICS

**DISCUSSION:** In the interest of public health and safety, and the safety of our students and community the Contra Costa County Health Officer issued a “Stay-Home Order” through May 31, 2020 due to the COVID-19 pandemic. This health order required the district to switch to a remote learning program, thereby cancelling all “physically present” activities on campus, including athletics. The district administration has been in communications with the National Federation of State High School Associations (NFHS), the California Interscholastic Federation (CIF), the Contra Costa County Health Officer and neighboring districts. The CIF released guidelines to be used as a framework for school district’s to consider when designing return to physical activity/training standards that are in accordance with state and local county requirements.

The district believes that co-curricular activities are essential to the physical, mental, and social well-being of students and realizes the impact and challenges that COVID-19 has caused. While there is not yet any indication of when competitions may start or which types of activities will be allowed, the district would like to be prepared for a best case scenario that may allow athletic competitions to take place indoors and or outdoors and possibly without spectators present.

In collaboration with PlayOn! Sports and Pixellot, the district is seeking approval to live stream certain athletic events. PlayOn! Sports is the nation’s leading high school media company and in a joint venture with NFHS has created a network in which athletic events are produced through PlayOn! Sports Broadcast Program, allowing fans to watch streamed athletic events live and on demand. Pixellot is a hardware and software solution that enables automated production of live events. Once installed and calibrated, there is no physical contact needed to create live broadcasts.

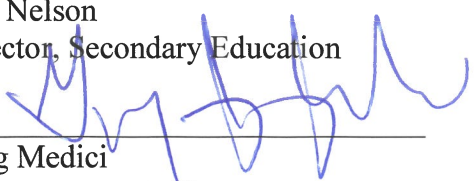
The California Interscholastic Federation expects to have a determination on the Fall sports season and potential start dates available on July 20, 2020.

**RECOMMENDATION:** Staff recommends the Board approve live streaming media for high school athletics.

**BUDGET IMPLICATIONS:** Not to exceed \$28,000.



Ken Nelson  
Director, Secondary Education



Greg Medici  
Chief Business Officer



Rick Schmitt  
Superintendent

11.6

Item Number

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

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Item 11.7

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION FOR APPROVAL TO EXTEND CHILDCARE BUILDING  
LEASES AND CONTINUATION OF EXISTING RATE STRUCTURE

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**DISCUSSION:**

The COVID-19 pandemic and the "Shelter in Place Order" have undoubtedly caused a disruption to school business and everyday lives. Due to this unprecedented time which included the closure of our facilities, including the childcare centers, we are requesting to extend the childcare building leases for an additional (1) one year term at eight locations that are set to expire in June 2021. The additional year will allow time for us to see how the pandemic unfolds in the coming months and what mandates and or guidelines childcare centers will be required to operate under before we begin another RFP process.

The childcare building leases at the following locations will expire on June 30, 2021; Alamo, Bella Vista, Creekside, Golden View, Neil Armstrong, Quail Run, Rancho Romero, Tassajara Hills, and Twin Creeks Elementary Schools.

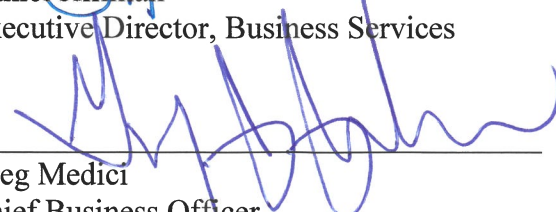
In addition, we are requesting to waive the annual Consumer Price Index (CPI) rent increase for all childcare building leases and to continue with the existing rate structure of \$1.13 per square foot for FY 2020-21. This provision will be revisited in Spring 2021.


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**RECOMMENDATION:** Approve lease extensions for one (1) additional year for the eight childcare locations and continue the existing rate structure for all childcare locations.

**BUDGET IMPLICATIONS:** N/A

  
\_\_\_\_\_  
Daniel Hillman  
Executive Director, Business Services

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA 94526

**DATE: June 23, 2020**

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION No. 87/19-20,  
APPROVING ROUTINE BUDGET REVISIONS**

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**DISCUSSION:**

**Revenues**

Federal Revenues –

Federal revenues are increased \$20,505 in the Special Education program.

Other Local Revenues –

Other Local Revenues are decreased \$276,793 primarily due reduced interest and revenues from facility use.

**Expenditures**

Salaries and Benefits –

Salaries and benefits are decreased \$824,037 overall, primarily due to intra-program transfers and reduced expense related to school closures.

Supplies/Services –

Supplies and services are increased \$327,608 primarily because of intra-program transfers and utility expense adjustments.

Other Financing Sources and Uses –

Transfers Out are increased \$629,825 to the Cafeteria fund due to school closures.

**11.8**

Item Number



**Other Funds**

**Cafeteria Fund 13 –**

Reduced revenues and expenditures due to school closures result in an increased contribution of \$629,825 from the general fund. The projected ending balance is unchanged at \$375,768.

**Special Reserve Fund 17 –**

Interest is increased \$150,000. The projected ending balance is \$16,235,802.

**Building Fund 21 –**

Revenues are increased from local donations and interest earnings. The projected ending balance is \$16,398,996.

**Capital Facilities Fund 25 –**

Intra-program transfers result in an unchanged ending balance of \$7,192,331.

**Special Reserve Capital Outlay Fund 40 –**

Interest earnings are decreased \$45,000. The projected ending balance is \$13,184,153.

**Retiree Health Benefit Fund 71 –**

Revenues and expenses are increased to reflect adjusted other post-employment benefits. The projected ending balance is \$25,407,811.

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**RECOMMENDATION:**

The Administration recommends adoption of Resolution No. 87/19-20, approving the budget adjustments as presented.

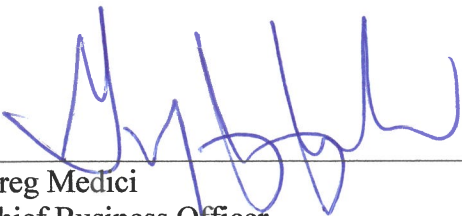
**BUDGET IMPLICATIONS:**

Various, as noted above.



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Gael Treible  
Interim Director, Fiscal Services



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Greg Medici  
Chief Business Officer



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Rick Schmitt  
Superintendent



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 87/19-20  
APPROVING ROUTINE BUDGET REVISIONS**

**WHEREAS**, Education Code Sections 42600 – 42603 permit the County Superintendent of Schools with the consent of the Governing Board of the San Ramon Valley Unified School District to make such transfers to revise the adopted budget at any time during a fiscal year; and

**WHEREAS**, the Governing Board believes it to be in the best interest of the District to regularly revise the 2019-20 budget in order to more accurately portray the financial condition of the District;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the San Ramon Valley Unified School District does hereby authorize the Contra Costa County Superintendent of Schools to revise its 2019-20 budget as hereafter detailed.

**BE IT FURTHER RESOLVED** that the Secretary of the Governing Board is hereby directed to deliver a copy of this Resolution to the County Superintendent of Schools.

**APPROVED, PASSED and ADOPTED** by the Governing Board of the San Ramon Valley Unified School District this 23<sup>rd</sup> day of June, 2020, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

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Rick Schmitt  
Secretary of the Board of Education of the  
San Ramon Valley Unified School District of  
Contra Costa County, State of California

**1 GENERAL FUND****REVENUES**

	Revised Budget 4/30/2020	Adjustments this Period	Revised Budget 5/31/2019
LCFF/Other State	\$ 322,970,330	\$ 0	\$ 322,970,330
Federal Revenues	6,791,039	20,505	6,811,544
Other Local Revenues	34,478,756	-276,793	34,201,963
<b>Total Revenues</b>	<b>\$ 364,240,125</b>	<b>\$ -256,288</b>	<b>\$ 363,983,837</b>

**EXPENDITURES**

Certificated Salaries	\$ 157,028,286	\$ -205,907	\$ 156,822,379
Classified Salaries	56,174,164	-357,894	55,816,270
Employee Benefits	100,831,812	-260,236	100,571,576
Books and Supplies	19,108,695	71,090	19,179,785
Services, Other Operating Expenses	37,881,465	256,518	38,137,983
Capital Outlay	862,181	0	862,181
Other Outgo	1,533,186	0	1,533,186
Direct Support/Indirect Costs	0	0	0
<b>Total Expenditures</b>	<b>\$ 373,419,789</b>	<b>\$ -496,429</b>	<b>\$ 372,923,360</b>

**Excess or Deficiency before other Sources and Uses** \$ -9,179,664 \$ 240,141 \$ -8,939,523

**OTHER FINANCING SOURCES/USES**

Transfers In	\$ 1,694,001	\$ 0	\$ 1,694,001
Transfers Out	2,702,220	629,825	3,332,045
Sources	0	0	0
Uses	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ -1,008,219</b>	<b>\$ -629,825</b>	<b>\$ -1,638,044</b>

**NET INCREASE (DECREASE) IN FUND BALANCE** \$ -10,187,883 \$ -389,684 \$ -10,577,567

**FUND BALANCE, RESERVES****Beginning Balance**

Beginning Balance as of July 1 - Unaudited	\$ 40,052,227	\$ 0	\$ 40,052,227
Audit Adjustments	0	0	
As of July 1 - Audited	40,052,227	0	40,052,227
Adjustments for Restatements	0	0	
Net Beginning Balance	40,052,227	0	40,052,227

**Ending Balance****COMPONENTS OF ENDING BALANCE**

Unappropriated Amount	\$ 0	\$ 0	\$ 0
Restricted Ending Balances	5,579,541	-7,684	5,571,857
Instructional Materials	6,250,000	0	6,250,000
Professional Development	2,485,883	0	2,485,883
Revolving Cash	114,900	0	114,900
Stores Inventory	79,254	0	79,254
Reserve for Economic Uncertainty	0	0	
Site Designated Amounts	229,598	-5,281	224,317
Lottery	2,170,030	161,249	2,331,279
Prepaid Expenses	769,616	0	769,616
Technology Infrastructure Replacement	0	0	0
Technology End User Devices	930,116	0	930,116
Restoration	-551,901	-537,968	-1,089,869
Safety and Mental Wellness	1,775,884	0	1,775,884
Efficiency Investments	1,806,669	0	1,806,669
Bridge	8,224,754	0	8,224,754
	<b>29,864,344</b>	<b>-389,684</b>	<b>29,474,660</b>

## 13 Child Nutrition Fund

	Revised Budget 4/30/2020	Adjustments this Period	Revised Budget 5/31/2019
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 840,594	\$ 0	\$ 840,594
<i>Other State Revenues</i>	39,797	0	39,797
<i>Other Local Revenues</i>	5,473,337	-1,024,069	4,449,268
<b>Total Revenues</b>	<b>\$ 6,353,728</b>	<b>\$ -1,024,069</b>	<b>\$ 5,329,659</b>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 2,802,258	\$ 0	\$ 2,802,258
<i>Employee Benefits</i>	1,301,031	0	1,301,031
<i>Books and Supplies</i>	2,503,563	-400,000	2,103,563
<i>Services, Other Operating Expenses</i>	264,950	0	264,950
<i>Capital Outlay</i>	0	5,756	5,756
<i>Other Outgo</i>	46,055	0	46,055
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 6,917,857</b>	<b>\$ -394,244</b>	<b>\$ 6,523,613</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -564,129</b>	<b>\$ -629,825</b>	<b>\$ -1,193,954</b>
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 564,129	\$ 629,825	\$ 1,193,954
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 564,129</b>	<b>\$ 629,825</b>	<b>\$ 1,193,954</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 375,768	\$ 0	\$ 375,768
Audit Adjustments	0	0	0
As of July 1 - Audited	375,768	0	375,768
Adjustments for Restatements	0	0	0
Net Beginning Balance	375,768	0	375,768
<b>Ending Balance</b>	<b>\$ 375,768</b>	<b>\$ 0</b>	<b>\$ 375,768</b>
<b>Components of Ending Fund Balance</b>			
Stores	\$ 194,648	\$ 0	\$ 194,648
Restricted Ending Balance	181,120	0	181,120
	375,768		375,768

17 Special Reserve Fund

	Revised Budget 4/30/2020	Adjustments this Period	Revised Budget 5/31/2019
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	135,000	150,000	285,000
<b>Total Revenues</b>	<b>\$ 135,000</b>	<b>\$ 150,000</b>	<b>\$ 285,000</b>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	0	0	0
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
 <i>Excess or Deficiency before other Sources and Uses</i>	 \$ 135,000	 \$ 150,000	 \$ 285,000
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	988,517	0	988,517
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ -988,517</b>	<b>\$ 0</b>	<b>\$ -988,517</b>
 <b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	 <b>\$ -853,517</b>	 <b>\$ 150,000</b>	 <b>\$ -703,517</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 16,939,319	\$ 0	\$ 16,939,319
Audit Adjustments	0	0	0
As of July 1 - Audited	16,939,319	0	16,939,319
Adjustments for Restatements	0	0	0
Net Beginning Balance	16,939,319	0	16,939,319
<b>Ending Balance</b>	<b>\$ 16,085,802</b>	<b>\$ 150,000</b>	<b>\$ 16,235,802</b>
<b>Components of Ending Fund Balance</b>			
Declining Enrollment/Restoration	\$ 4,802,142	145,998	4,948,140
REU	11,283,660	4,002	11,287,662
	<b>16,085,802</b>	<b>150,000</b>	<b>16,235,802</b>

21 Building Fund

	Revised Budget 4/30/2020	Adjustments this Period	Revised Budget 5/31/2019
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	1,934,100	520,251	2,454,351
<b>Total Revenues</b>	<b>\$ 1,934,100</b>	<b>\$ 520,251</b>	<b>\$ 2,454,351</b>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 1,515,973	\$ 0	\$ 1,515,973
<i>Employee Benefits</i>	687,673	0	687,673
<i>Books and Supplies</i>	4,109,123	-108,763	4,000,360
<i>Services, Other Operating Expenses</i>	2,605,919	819,782	3,425,701
<i>Capital Outlay</i>	76,784,957	-630,768	76,154,189
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 85,703,645</b>	<b>\$ 80,251</b>	<b>\$ 85,783,896</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -83,769,545</b>	<b>\$ 440,000</b>	<b>\$ -83,329,545</b>
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 1,926,125	\$ 0	\$ 1,926,125
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 1,926,125</b>	<b>\$ 0</b>	<b>\$ 1,926,125</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -81,843,420</b>	<b>\$ 440,000</b>	<b>\$ -81,403,420</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 97,802,416	\$ 0	\$ 97,802,416
Audit Adjustments	0	0	0
As of July 1 - Audited	97,802,416	0	97,802,416
Adjustments for Restatements	0	0	0
Net Beginning Balance	97,802,416	0	97,802,416
<b>Ending Balance</b>	<b>\$ 15,958,996</b>	<b>\$ 440,000</b>	<b>\$ 16,398,996</b>
<b>Components of Ending Fund Balance</b>			
Reserved for Capital Outlay	\$ 15,958,996	\$ 440,000	\$ 16,398,996

25 Capital Facilities - Developer Impact Program

	Revised Budget 4/30/2020	Adjustments this Period	Revised Budget 5/31/2019
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	3,115,000	0	3,115,000
<b>Total Revenues</b>	<b>\$ 3,115,000</b>	<b>\$ 0</b>	<b>\$ 3,115,000</b>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	473,467	-230,262	243,205
<i>Services, Other Operating Expenses</i>	996,557	-63,240	933,317
<i>Capital Outlay</i>	2,732,126	293,502	3,025,628
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 4,202,150</b>	<b>\$ 0</b>	<b>\$ 4,202,150</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ -1,087,150</b>	<b>\$ 0</b>	<b>\$ -1,087,150</b>
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ -1,087,150</b>	<b>\$ 0</b>	<b>\$ -1,087,150</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 8,279,481	\$ 0	\$ 8,279,481
Audit Adjustments	0	0	0
As of July 1 - Audited	8,279,481	0	8,279,481
Adjustments for Restatements	0	0	0
Net Beginning Balance	8,279,481	0	8,279,481
<b>Ending Balance</b>	<b>\$ 7,192,331</b>	<b>\$ 0</b>	<b>\$ 7,192,331</b>
<b>Components of Ending Fund Balance</b>			
Reserved for Capital Outlay	\$ 7,192,331	\$ 0	\$ 7,192,331

**40 Special Reserve Capital Outlay**

	<b>Revised Budget 4/30/2020</b>	<b>Adjustments this Period</b>	<b>Revised Budget 5/31/2019</b>
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	2,305,613	-45,000	2,260,613
<b>Total Revenues</b>	<u>\$ 2,305,613</u>	<u>\$ -45,000</u>	<u>\$ 2,260,613</u>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	863,385	0	863,385
<i>Services, Other Operating Expenses</i>	241,527	0	241,527
<i>Capital Outlay</i>	3,200,351	0	3,200,351
<i>Other Outgo</i>	3,605,491	0	3,605,491
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<u>\$ 7,910,754</u>	<u>\$ 0</u>	<u>\$ 7,910,754</u>
<b>Excess or Deficiency before other Sources and Uses</b>	\$ -5,605,141	\$ -45,000	\$ -5,650,141
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 2,138,091	\$ 0	\$ 2,138,091
<i>Transfers Out</i>	705,484	0	705,484
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<u>\$ 1,432,607</u>	<u>\$ 0</u>	<u>\$ 1,432,607</u>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -4,172,534	\$ -45,000	\$ -4,217,534
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 17,401,687	\$ 0	\$ 17,401,687
Audit Adjustments	0	0	0
As of July 1 - Audited	17,401,687	0	17,401,687
Adjustments for Restatements	0	0	0
Net Beginning Balance	17,401,687	0	17,401,687
<b>Ending Balance</b>	<u>\$ 13,229,153</u>	<u>\$ -45,000</u>	<u>\$ 13,184,153</u>
<b>Components of Ending Fund Balance</b>			
Child Care Building	57,579	0	57,579
Solar	3,969,557	0	3,969,557
DVMS Fields	177,764	0	177,764
DVHS CSA	-2,950	0	-2,950
Solar Reserve	2,292,747	0	2,292,747
Facility Community Use	1,653,686	-45,000	1,608,686
Capital Investments	2,729,743	0	2,729,743
Technology Infrastructure Replacement	798,090	0	798,090
Safety Committee	1,552,937	0	1,552,937
<b>Ending Balance</b>	<u>\$ 13,229,153</u>	<u>\$ -45,000</u>	<u>\$ 13,184,153</u>



**71 Retiree Health Benefit Fund**

	<b>Revised Budget 4/30/2020</b>	<b>Adjustments this Period</b>	<b>Revised Budget 5/31/2019</b>
<b>REVENUES</b>			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	3,031,145	786	3,031,931
<b>Total Revenues</b>	<b>\$ 3,031,145</b>	<b>\$ 786</b>	<b>\$ 3,031,931</b>
<b>EXPENDITURES</b>			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	3,031,145	412,823	3,443,968
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
<b>Total Expenditures</b>	<b>\$ 3,031,145</b>	<b>\$ 412,823</b>	<b>\$ 3,443,968</b>
<b>Excess or Deficiency before other Sources and Uses</b>	<b>\$ 0</b>	<b>\$ -412,037</b>	<b>\$ -412,037</b>
<b>OTHER FINANCING SOURCES/USES</b>			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
<b>Total, Other Financing Sources/Uses</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 0</b>	<b>\$ -412,037</b>	<b>\$ -412,037</b>
<b>FUND BALANCE, RESERVES</b>			
<b>Beginning Balance</b>			
Beginning Balance as of July 1 - Unaudited	\$ 25,819,848	\$ 0	\$ 25,819,848
Audit Adjustments	0	0	0
As of July 1 - Audited	25,819,848	0	25,819,848
Adjustments for Restatements	0	0	0
Net Beginning Balance	25,819,848	0	25,819,848
<b>Ending Balance</b>	<b>\$ 25,819,848</b>	<b>\$ -412,037</b>	<b>\$ 25,407,811</b>
<b>Components of Ending Fund Balance</b>			
Reserved for Post Retirement Benefit Payments	\$ 25,819,848	\$ -412,037	\$ 25,407,811

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, California, 94526

**DATE:** June 23, 2020

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION 88/19-20,  
AUTHORIZING THE APPROVAL OF YEAR-END 2019-20 BUDGET  
TRANSFERS**

---

**DISCUSSION:** The Contra Costa County Superintendent of Schools has recommended that each district adopt a resolution at year-end providing for the reconciliation of major expense categories for year-end closing. These major expenditure categories are certificated salaries, classified salaries, health and welfare benefits, materials and supplies, contracted services, capital outlay projects, tuitions and payments.

California Education Code Section 42600 specifies that these major accounts cannot exceed those accounts established by the board. Action directed by the board or specifically delegated to staff is required to balance any major classifications that may experience a variation.

With tight deadlines over the summer months, it is standard practice for California school districts to delegate authority to facilitate year-end closing. All adjustments are made under approval of the County Superintendent of Schools and verified by the district's auditors.

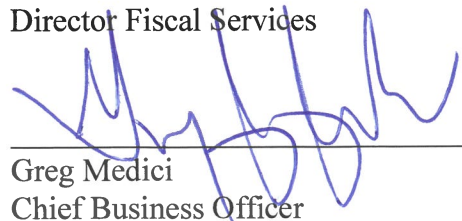
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**RECOMMENDATION:** Staff recommends that the board approve Resolution 88/19-20, authorizing 2019-20 Year-End Budget Transfers.

**BUDGET IMPLICATIONS:** N/A



Gael Treible  
Director Fiscal Services



Greg Medici  
Chief Business Officer



Rick Schmitt  
Superintendent

11.9

Item Number

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION 88/19-20**

**AUTHORIZING THE APPROVAL OF YEAR-END 2019-20 BUDGET TRANSFERS**

**WHEREAS**, sections 42600 and 42601 of the Education Code of the State of California have been revised in such a manner as to eliminate authorization for year-end blanket transfers; and,

**WHEREAS**, failure to administer year-end budget adjustments would be detrimental to the District.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the San Ramon Valley Unified School District, at a regular meeting held on June 23, 2020, and in accordance with the provisions of the Education Code Section 35161, delegates its authority for approving year-end budget transfers to the Chief Business Officer, the Superintendent and the Contra Costa County Superintendent of Schools' office;

**BE IT FURTHER RESOLVED** that the Chief Business Officer shall report the results of year-end budget transfers and adjustments to budgets executed by him to the Board of Education of the San Ramon Valley Unified School District following close of the district's ledgers.

**PASSED AND ADOPTED** this day, June 23, 2020.

AYES:

NOES:

ABSTAIN:

ABSENT:

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Greg Marvel  
President of the Board of Education  
San Ramon Valley Unified School District

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, California, 94526

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION 89/19-20,  
COMMITMENT OF FUNDS FOR 2020-21

---

**DISCUSSION:** Under Governmental Accounting Standards Board (GASB) Statement No. 54, and Board Policy 3150 Fund Balance Reporting, the Governing Board may commit fund balances for specific purposes pursuant to constraints imposed by formal actions taken, such as a majority vote or resolution.

We request the Board continue the commitment of the following ending balances:

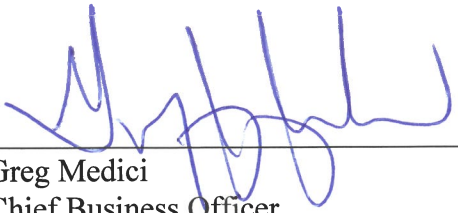
<u>Special Reserve Fund:</u>	
Childcare Buildings	\$1,457,579
Diablo Vista Middle School fields	\$177,764
Dougherty Valley High School CSA	(\$2,950)
Facility Community Use	\$1,421,309
Capital Investments	\$2,729,743
Technology Infrastructure	\$798,090
Safety Committee	\$1,552,937


---

**RECOMMENDATION:** The staff recommends adoption of Resolution 89/19-20, establishing the commitments in the Special Reserve Funds to the budgeted amounts.

**BUDGET IMPLICATIONS:** Amounts committed for the above purposes will not be available for general operations.

  
\_\_\_\_\_  
Gael Treible  
Director Fiscal Services

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

11.10  
Item Number

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 89/19-20**

**COMMITMENT OF FUNDS 2020-21**

**WHEREAS**, under GASB 54, the Governing Board is required to take action if they wish to formally commit ending balances of funds for a specific purpose; and

**WHEREAS**, the Governing Board wishes to continue the commitment of the ending balance in the Special Reserve Fund of \$1,457,579 for the purchase of childcare buildings, \$177,764 for Diablo Vista Middle School fields and (\$2,950) for Dougherty Valley High School CSA, \$1,421,309 for facility community use, \$2,729,743 for capital investments, \$798,090 for technology infrastructure and \$1,552,937 for Safety Committee;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the San Ramon Valley Unified School District does hereby establish these commitments.

**APPROVED, PASSED and ADOPTED** by the Governing Board of the San Ramon Valley Unified School District this 23rd day of June 2020, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

---

Rick Schmitt  
Secretary of the Board of Education of the  
San Ramon Valley Unified School District of  
Contra Costa County, State of California

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

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Item 11.11

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION 90/19-20, AUTHORIZING THE ALLOCATION OF FUNDS IN THE 2020-21 EDUCATION PROTECTION ACCOUNT

---

**DISCUSSION:** The passage of Proposition 30 in November 2012 created the Education Protection Account (EPA) in the State General Fund. This EPA was established to receive and disburse the revenues derived from the incremental increase in taxes imposed by Article XIII, Section 36(f) of the California Constitution. The CDE on the Advanced Apportionment estimates that our district will receive approximately \$6,189,398 in EPA funding. These funds are an offset to the State Aid portion of the Local Control Funding Formula and do not increase the total funds available to the District. The funds may not be used for salaries or benefits for administrators or any other administrative cost. The Governing Board has the authority to make spending determinations with respect to these funds. This determination must be made in open session of a public meeting. We are recommending these funds be spent on instructional salaries.

The district will also publish on its website an accounting of how much EPA funding was received and how the funds were spent. In addition, the annual independent financial and compliance audit shall ascertain and verify that the funds provided from the Education Protection Account have been properly disbursed and expended.

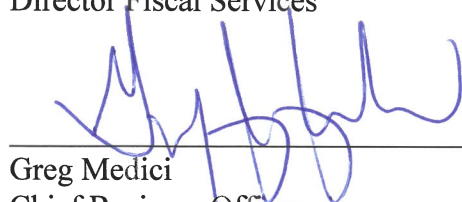
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**RECOMMENDATION:** The administration recommends adoption of Resolution 90/19-20, allocating funds from the Education Protection Account for the purpose of paying instructional salaries.

**BUDGET IMPLICATIONS:** N/A



Gael Treible  
Director Fiscal Services



Greg Medici  
Chief Business Officer



Rick Schmitt  
Superintendent

11.11

Item Number

**RESOLUTION NO. 90/19-20**

**EDUCATION PROTECTION ACCOUNT**

**WHEREAS**, the voters approved temporary sales and income tax increases with Proposition 30 on November 6, 2012; and voters approved Proposition 55 on November 8, 2016 which allowed the sales tax increase to expire in 2016 while extending the increased income tax rates through 2030.

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the State General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f) of the California Constitution;

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and



verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, IT IS HEREBY RESOLVED** that the Governing Board of the San Ramon Valley Unified School District:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of San Ramon Valley Unified School District.
2. In compliance with Article XIII, Section 36(e), of the California Constitution, the governing board of the San Ramon Valley Unified School District has determined to spend the monies received from the Education Protection Act as attached.

**APPROVED, PASSED and ADOPTED** by the Governing Board of the San Ramon Valley Unified School District this 23rd day of June 2020, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

DATED: June 23, 2020

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Vice President

\_\_\_\_\_  
Board Clerk

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, California, 94526

**DATE:** June 23, 2020

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION 91/19-20,  
AUTHORIZING 2020-21 INTRA-FUND TRANSFERS IN ACCORDANCE  
WITH EDUCATION CODE SECTION 35161**

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**DISCUSSION:** The budget is a projection of the revenues and expenditures that have been prepared to support the educational programs of the district. As the year progresses, the needs of various departments and programs change. Principals need to make changes on a regular basis to assure that sufficient appropriations are available in certain major budget classifications such as 4300-Instructional Supplies or 5500-Utilities. These changes are only within the major accounts of the funds and have no impact on the bottom line of the budget. Education Code 42600 requires that budget transfers be made from other major categories to cover the shortages in the major expense classifications. This transfer will result in no change to the total expenditures; it will simply be expended in another category. Education Code 35161 empowers the Governing Board of a school district to delegate this duty in lieu of doing it on a monthly basis. The attached resolution authorizes this duty to be delegated to the Superintendent or designee. Any transfer requiring a change in the ending balance will still be submitted to the Governing Board for approval.

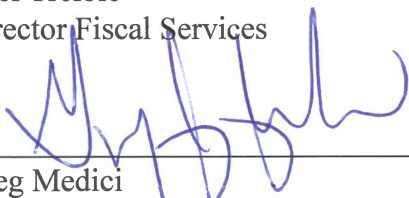
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**RECOMMENDATION:** Staff recommends that the board approve Resolution 91/19-20, authorizing 2020-21 Intra-Fund Transfers in Accordance with Education Code 35161.

**BUDGET IMPLICATIONS:** N/A



Gael Treible  
Director Fiscal Services



Greg Medici  
Chief Business Officer



Rick Schmitt  
Superintendent

11.12

Item Number

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 91/19-20**

**AUTHORIZING THE SUPERINTENDENT OR DESIGEE TO MAKE 2020-21 INTRA-FUND TRANSFERS IN ACCORDANCE WITH EDUCATION CODE SECTION 35161**

**WHEREAS**, there are necessary adjustments in expenditure appropriations budgeted for 2019-20 without changes in revenues or total appropriations; and

**WHEREAS**, Education Code Section 35161 empowers the governing board of a school district to delegate to an officer or an employee of the district certain powers and duties; and

**WHEREAS**, the governing board retains ultimate responsibility over performance of these powers so delegated.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the San Ramon Valley Unified School District, at a regular meeting held on June 23, 2020, and in accordance with the provisions of Article 1 Chapter 9, Part 24 of the Education Code, commencing with Section 42600, adopts the following 2020-21 budget authorization to transfer funds within funds for the following provided that the total amount re-appropriated does not exceed the adopted total appropriations and that all transfers are approved by the superintendent designee:

General Fund	Capital Facilities Fund
Adult Education Fund	State School Building Fund
Cafeteria Fund	County School Facilities Fund
Child Development Fund	Special Reserve Fund (Capital Projects)
Deferred Maintenance Fund	Bond Interest & Redemption Fund
Special Reserve Fund (Other than Capital Projects)	Tax Override Fund
Building Fund	Self-Insurance Fund

**PASSED AND ADOPTED** this day, June 23, 2020.

AYES:

NOES:

ABSTAIN:

ABSENT:

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Greg Marvel,  
President of the Board of Education of the  
San Ramon Valley Unified School District

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526

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Item 11.13

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF REJECTION OF CLAIM #585221 AGAINST THE DISTRICT


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**DISCUSSION:** The District has received a claim for damages.

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**RECOMMENDATION:** Staff recommends that the Board of Education reject this claim.

**BUDGET IMPLICATIONS:** None

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, California 94526

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Item 11.14

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF REJECTION OF CLAIM #585222 AGAINST THE DISTRICT

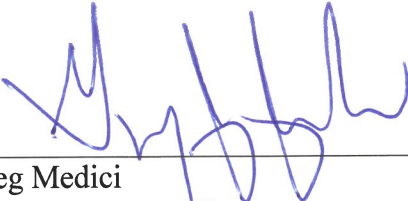
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**DISCUSSION:** The District has received a claim for damages.

---

**RECOMMENDATION:** Staff recommends that the Board of Education reject this claim.

**BUDGET IMPLICATIONS:** None

  
\_\_\_\_\_  
Greg Medici  
Chief Business Officer

  
\_\_\_\_\_  
Rick Schmitt  
Superintendent

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
699 Old Orchard Drive, Danville, California 94526

**DATE:** JUNE 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF BID AWARD FOR GALE RANCH MIDDLE SCHOOL QUAD IMPROVEMENTS

**DISCUSSION:** On June 17, 2020 the District received and publicly opened bids for the Gale Ranch Middle School quad improvements. The bid results are listed below.

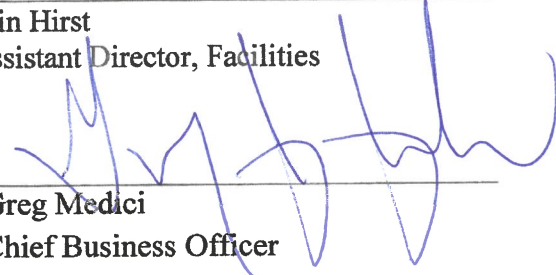
Bid #831			
Contractor		10% Contingency	Total Not to Exceed
Kerex Engineering, Inc.	\$189,000	\$18,900	\$207,900
ELLA	\$273,000		

**RECOMMENDATION:** Staff recommends the Board approve the following bid award:

- Kerex Engineering, Inc., for a total not-to-exceed amount of \$207,900

**BUDGET IMPLICATIONS:** As shown above – Fund 21 (Measure D)

  
Erin Hirst  
Assistant Director, Facilities

  
Greg Medici  
Chief Business Officer

  
Rick Schmitt  
Superintendent

11.15  
Item Number

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 23, 2020

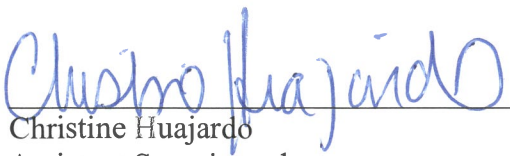
**TOPIC:** CONSIDERATION OF APPROVAL OF REVISIONS TO THE COLLEGE  
AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT  
(CCAP)

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**DISCUSSION:** The College and Career Access Pathways (CCAP) is a partnership agreement between SRVUSD and Diablo Valley College, San Ramon Campus (DVC - SR). In general, the goal of CCAP agreements is to improve the college and career readiness of high school students by increasing the opportunities for dual enrollment at the community college associated with the school district. This is a revision the 2019-20 CCAP agreement entered into by SRVUSD. New reporting language has been added to the appendix in section 6 (f) and (g) this year. The courses designated in the CCAP agreement are all associated with the CollegeConnect program. The College and Career Access Pathways Partnership Agreement, if approved, would expire June 30, 2021.

**RECOMMENDATION:** Administration supports the College and Career Access Pathways Partnership Agreement and recommends Board approval.

**BUDGET IMPLICATIONS:** The total cost of books and instructional materials for SRVUSD students will be borne by the District and taken out of textbook funds.

  
Christine Huajardo  
Assistant Superintendent

  
Rick Schmitt  
Superintendent



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
COLLEGE AND CAREER ACCESS PATHWAYS  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT  
2020-2021**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Diablo Valley College, San Ramon Campus (“COLLEGE”) a college of the Contra Costa Community College District (“4CD”), 500 Court Street, Martinez, CA 94553, and San Ramon Valley Unified School District (“SCHOOL DISTRICT”).

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Contra Costa Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 located in Contra Costa County and within the regional service area of 4CD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, 4CD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 30, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness” as specified in Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office, 4CD and COLLEGE;

NOW THEREFORE, 4CD, the COLLEGE and SCHOOL DISTRICT agree as follows:

**1. TERM OF AGREEMENT**

- 1.1 The term of this CCAP Agreement shall be for one year beginning on *July 1, 2020*, and ending on *June, 30, 2021*, and requires annual renewal each year by July 1, unless otherwise terminated in accordance with Section 20 of this Agreement.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district (COLLEGE and 4CD) and SCHOOL DISTRICT partners. Sec. 2 (c)(2)
- 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)

## **2. DEFINITIONS**

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of 4CD and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 30, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150, Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

**3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility – Eligible students include those who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” as specified Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and 4CD standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and 4CD policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (g)(1) Units completed by a high school student may count towards determining a student’s registration priority for enrollment and course registration at the community college. Sec. 2 (g)(2)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 30, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

#### **4. COLLEGE APPLICATION PROCEDURE**

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.
- 4.4 The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.
- 4.5 High school students participating in a CCAP partnership will only be required to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership, Sec, 2 (c) (1)
- 4.6 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee described in the following California Education Code Sections: 49011 Pupil fees; 76060.5 Student representation fee; 76140, 76141, and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees. Sec. 2 (f)(q)

#### **5. PARTICIPATING STUDENTS**

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011 Pupil fees. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article

*Note: All referenced Sections from AB 30 (Education Code 76004)*

shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5 Student representation fee; 76140, 76141 and 76142 Nonresident tuition and corresponding permissible “capital outlay” fee and/or “processing fee”; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees.

- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Participating students must meet all 4CD prerequisite requirements as established by the 4CD and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance, assistance with placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with placement are available to students at the SCHOOL DISTRICT.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.
- 5.8 A course dropped within the 4CD drop “without a W” deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

## **6. CCAP AGREEMENT COURSES**

- 6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus within the SCHOOL DISTRICT during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- 6.2 Courses offered as part of this CCAP Agreement at the COLLEGE must be open to community college students. Sec. 2 (o)(1)
- 6.3 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.4 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with 4CD academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructors are part of an approved Instructional Service Agreement as required by 4CD Business Procedure 2.02.
- 6.10 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to 4CD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between 4CD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the 4CD and/or COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11 Site visits and instructor evaluations by one or more representatives of the COLLEGE and/or 4CD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement within the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with 4CD academic standards.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- 6.12 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with 4CD and COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with 4CD guidelines, policies, pertinent statutes, and regulations.
- 6.14 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.15 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

## 7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the 4CD.
- 7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3 This CCAP Agreement specifies that the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any

*Note: All referenced Sections from AB 30 (Education Code 76004)*



courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.

- 7.6 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of 4CD specifically with regard to their duties and qualifications as instructors.
- 7.7 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
- 7.8 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of 4CD.
- 7.10 The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by 4CD.

## **8. ASSESSMENT OF LEARNING AND CONDUCT**

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those applied to students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

**9. LIAISON AND COORDINATION OF RESPONSIBILITIES**

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with 4CD policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with 4CD policy and COLLEGE procedures and academic standards.
- 9.4 The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student placement and college applications, the enrollment of eligible students and other related services as deemed necessary.
- 9.5 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-E)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
  - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
  - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- The total number of full-time equivalent students (FTES) generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)
- The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(E)

## 10. APPORTIONMENT

- 10.1 4CD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 4CD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)
- 10.5 Effective January 1, 2017, AB 2364, amended California Education Code 76140 to exempt specific nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. With the passage of AB 2364 Districts are allowed to claim apportionment for students eligible for nonresident tuition exemption.

## 11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 4CD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- 11.3 The SCHOOL DISTRICT agrees and acknowledges that 4CD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus: Sec. 2 (j)
- 11.7 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

## **12. STUDENT ACCESS**

- 12.1 4CD and the COLLEGE certify that the execution of this Agreement will not reduce access to courses offered at the COLLEGE, that courses included in this Agreement are not oversubscribed, and that students participating in this Agreement will not result in enrollment displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(1-3).
- 12.2 The CCAP Agreement Appendix specifies scheduling and enrollment protocols to be observed by 4CD and the COLLEGE to ensure compliance with 12.1. Sec. 2 (k)(1-3).

## **13. PROGRAM IMPROVEMENT**

- 13.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

## **14. RECORDS**

- 14.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll

*Note: All referenced Sections from AB 30 (Education Code 76004)*

in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

- 14.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

## **15. REIMBURSEMENT**

- 15.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

## **16. FACILITIES**

- 16.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to 4CD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 16.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 16.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

## **17. INDEMNIFICATION**

- 17.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and 4CD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 17.2 The 4CD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators,

*Note: All referenced Sections from AB 30 (Education Code 76004)*

independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of 4CD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the 4CD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

## **18. INSURANCE**

- 18.1 The SCHOOL DISTRICT, in order to protect the 4CD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and 4CD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE and to 4CD.
- 18.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and 4CD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

## **19. NON-DISCRIMINATION**

- 19.1 Neither the SCHOOL DISTRICT nor the COLLEGE and 4CD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

**20. TERMINATION**

20.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

**21. NOTICES**

21.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE  
Diablo Valley College, San Ramon Campus  
1690 Watermill Road  
San Ramon, CA 94582  
Attn: Kenyetta Tribble, Interim, Senior Dean

4CD  
Contra Costa Community College District  
500 Court St.  
Martinez, CA 94553  
Attn: Kelly Schelin, Associate Vice Chancellor, Educational Services

SCHOOL DISTRICT  
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
699 Old Orchard Drive  
Danville, CA 94526  
Attn: Rick Schmitt, Superintendent

**22. INTEGRATION**

22.1 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

**23. MODIFICATION AND AMENDMENT**

23.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

*Note: All referenced Sections from AB 30 (Education Code 76004)*



**24. GOVERNING LAWS**

24.1 This agreement shall be interpreted according to the laws of the State of California.

**25. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

25.1 For locations outside the geographical boundaries of 4CD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**26. SEVERABILITY**

26.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

**27. COUNTERPARTS**

27.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on *June 24, 2020*

By: \_\_\_\_\_  
Rick Schmitt  
Superintendent  
San Ramon Valley Unified School District

By: \_\_\_\_\_  
Susan Lamb  
President  
Diablo Valley College

By: \_\_\_\_\_  
David Wetmore, Director of Purchasing  
Contra Costa Community College District

*Note: All referenced Sections from AB 30 (Education Code 76004)*

## APPENDIX

### COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Diablo Valley College, San Ramon Campus (“COLLEGE”) a college of the Contra Costa Community College District (4CD), 500 Court Street, Martinez, CA 94553 and San Ramon Valley Unified School District (“SCHOOL DISTRICT”).

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and *Sec. 2 (c)(1)*

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and *Sec. 2 (c)(1)*

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; *Sec. 2 (k)(3)*

NOW THEREFORE, 4CD, the COLLEGE and SCHOOL DISTRICT agree as follows:

#### 1. CCAP AGREEMENT

- a. COLLEGE and SCHOOL DISTRICT, at an open public meeting of the each district’s governing board, shall present, take comments from the public regarding, and approve or disapprove this CCAP Agreement. *Sec. 2 (b)*
- b. COLLEGE and SCHOOL DISTRICT shall consult with, and consider the input of, the local workforce development board to determine the extent to which career technical education pathways to be provided under the partnership are aligned with regional and statewide employment needs. *Sec. 2.5 (b)(1)*
- c. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. *Sec. 2 (c)(3)*
- d. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before July 1 and follow the protocols set forth in (a) and (b) of this section.4

*Note: All referenced Sections from AB 30 (Education Code 76004)*

- e. 4CD, COLLEGE and SCHOOL DISTRICT point of contact: *Sec. 2 (c)(2)*

LOCATION	NAME	TELEPHONE	EMAIL
4CD:	Kelly Schelin Associate Vice Chancellor, Ed. Srvs.	925-229-6826	kschelin@4cd.edu
College:	Kenyetta Tribble, Interim, Senior Dean, DVC- SRC	925-551-6204	kttribble@dvc.edu
School District:	Dave Kravitz Director of Instructional Services	925-552-2939	dkravitz@srvusd.net

## 2. STUDENT SELECTION

- a. SCHOOL DISTRICT shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL DISTRICT shall select students consistent with the intent of AB 30 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” *Sec. 2 (a)* and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” *Sec. 1 (d)*
- c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. *Sec. 2 (c)(1)*
- d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15 units per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement, and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. *Sec. 2 (p)(1-3)*

## 3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

*Note: All referenced Sections from AB 30 (Education Code 76004)*

4. CCAP AGREEMENT PROGRAM YEAR 2020-2021 -

PROGRAM YEAR: 2020-2021 COLLEGE: Diablo Valley College, San Ramon Campus  
 EDUCATIONAL PROGRAM: Dual Enrollment (College Connect) SCHOOL DISTRICT: San Ramon Valley Unified School District  
 HIGH SCHOOL(S): California, Del Amigo, Dougherty Valley, Monte Vista, San Ramon Valley & Venture

**TOTAL NUMBER OF STUDENTS TO BE SERVED: up to 150** **TOTAL PROJECTED FTES: 24 Fall/Spring and 4 Summer**

COURSE NAME	COURSE NUMBER	TERM	NO. OF SECTIONS	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD*	LOCATION
BIOSC	102	FA20/SP21	2	ONLINE/2:30PM-3:55PM 4:20PM-7:30PM	Online/ T TH TH	GALVAN, KATHERINE	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
BUS	109	SP21	1	ONLINE/TBD	TBD	TBD	■ CC <input type="checkbox"/> HS	■ CC <input checked="" type="checkbox"/> HS ■ ONLINE
COUNS	120	SU20/SU21	4	ONLINE	ONLINE	HANNA, GEORGE	■ CC <input type="checkbox"/> HS	□ CC <input type="checkbox"/> HS ■ ONLINE
ECON	221	FA20	2	ONLINE/	ONLINE	LACAYO, ALLAN	■ CC <input type="checkbox"/> HS	□ CC <input type="checkbox"/> HS ■ ONLINE
FTVE	210	FA20/SP21	2	ONLINE/	ONLINE/TH	LODEN, FRANCES	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
HIST	124	SP21	1	ONLINE/	ONLINE/ T TH	SCHAPFER< BRIDGITTE	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
OCEAN	101	SP21	1	ONLINE/	ONLINE/T	TBD	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
POLSC	121	FA20	2	ONLINE/	ONLINE/TH	WING, LAURA/ KROPF, JOHN	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
PSYCH	101	FA20/SP21	2	ONLINE/	ONLINE/ T TH	VAN VEEN, VINCENT	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE
SOCIO	120	FA20/SP21	2	ONLINE/	ONLINE/T	BROWN, NANCY	■ CC <input type="checkbox"/> HS	■ CC <input type="checkbox"/> HS ■ ONLINE

\*Pursuant to 4CD Business Procedure 2.02, Instruction Service Agreement (ISA), the college must complete and submit an ISA if the Employer of Record is the School District for the instructor teaching the course(s) listed.

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(1):

Juniors and Seniors who are on track to graduate from high school, who are thinking of attending community college, who have expressed interest in attending DVC, and who have high potential, will be recruited for this program based on a minimum GPA of 2.5. Priority will be given to first generation college students and under-served populations. The program is not designed for students who may not graduate from high school, have behavioral issues, or who have high absentee rates, nor is it designed for highly motivated students who have a clear trajectory towards a 4-year university or college.

**5. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
BIOSC 102 Fundamentals of Biological Science	CAMPBELL: ESSENTIAL BIOLOGY WITH PHYSIOLOGY (SIMON)	\$182.65	BIOSC 102 LAB MANUAL	\$19.95
COUNS 120	NO TEXTBOOK/ SEE INSTRUCTOR FOR CLASS MATERIALS	\$0		
ECON 221 Principles of Microeconomics	ECONOMICS (KARLAN)	\$68.90		
1. FTVE 210 American Ethnic Cultures in Film	FILM STUDIES (SIKOV)	\$24.10		

2. HIST 124 History of California	CALIFORNIA (ROLLE)/ ALICE MEMOIRS OF A BARBARY COAST or CHERNY / COMPETING VISIONS: HISTORY OF CALIFORNIA	\$59.00/\$17.60		
3. OCEAN 101 Fundamentals of Oceanography with Laboratory	OCEANOGRAPHY: AN INVITATION TO MARINE SCIENCE, + MINDTAP	\$60.80		
POLSC 121 Introduction to United States Government	OPENSTAX.ORG/DETAILS/BOOKS/AMERICAN- GOVERNMENT / AMERICAN GOVERNMENT (HEINEMAN)	\$0/\$17.85		
PSYCH 101 Introduction to the Psychology	MYERS / EXPLORING PSYCHOLOGY (LOOSE- LEAF)	\$53.94		
SOCIO 120 Introduction to Sociology	BASIRICO/INTRODUCTION TO SOCIOLOGY (LOOSE LEAF)	\$55.05		
BIOSC 102 Fundamentals of Biological Science	CAMPBELL: ESSENTIAL BIOLOGY WITH PHYSIOLOGY (SIMON)	\$182.65	BIOSC 102 LAB MANUAL	\$19.95

**Note:** Local agreement regarding books used for the program.

DVC San Ramon Campus Department Chairs agree to select faculty for the College Connect designated courses who are willing to use the textbooks purchased by SRVUSD for several years (to be updated annually), as long as the books is still available from the publisher. Faculty may use free Open Educational Resources (OERs) in lieu of the textbooks listed above or use textbooks purchased by the SRVUSD for previous courses in the program.

## 6. MANDATED ANNUAL STATE REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement, aggregated by gender and ethnicity and reconciled on or before **September 1, 2021** and shall be reported annually in compliance with all applicable state and federal privacy laws. 4CD shall annually report the student data to the office of the Chancellor of the California Community Colleges. *Sec. 2 (t) (1)(A)*
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. *Sec. 2 (t) (1)(B)*
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. *Sec. 2 (t)(1)©*
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. *Sec. 2 (t)(1)(D)*
- f. SCHOOL DISTRICT shall be responsible for assignment monitoring and reporting to the county office of education. *Sec. 2 (m)(1)*
- g. SCHOOL DISTRICT shall be responsible for all reporting requirements pursuant to applicable federal teacher quality mandates. *Sec. 2 (m)(2)*
- h. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

## 7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

## 8. STUDENT ACCESS

*Note: All referenced Sections from AB 30 (Education Code 76004)*



- a. 4CD and the COLLEGE shall abide by the following protocols to ensure that a community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
  - The COLLEGE shall not reduce the frequency or number of a community college course(s) at the COLLEGE as a result of offering the same course(s) for college credit at the participating SCHOOL DISTRICT.
  - Example: Courses that are typically offered one time per academic year at the COLLEGE will continue to be offered at the same frequency, even if the course is simultaneously offered for college credit at the participating SCHOOL DISTRICT.
  
- b. 4CD and the COLLEGE shall abide by the following protocols to ensure that a community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
  - The COLLEGE shall analyze historical fill-rate data in order to determine which courses are eligible for inclusion in this Agreement. Eligible courses are those that regularly have open seats at census when offered at the COLLEGE.
  - The COLLEGE shall monitor waitlists for courses scheduled to be offered for college credit at the participating SCHOOL DISTRICT.
  - In the event that a course included in this agreement and scheduled to be offered for college credit at the participating SCHOOL DISTRICT has a waitlist one week prior to the census date, the COLLEGE will employ standard institutional enrollment management strategies to determine whether an additional section will be offered at the COLLEGE.
  - If a community college course included in this Agreement is determined to be oversubscribed at the census date, and equivalent courses are simultaneously oversubscribed at other 4CD colleges, the course will not be included in future Agreements until the COLLEGE can ensure additional capacity for otherwise eligible adults at the COLLEGE.
  
- c. 4CD and the COLLEGE shall abide by the following protocols to ensure that the Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead to enrollment displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
  - The COLLEGE shall select courses for inclusion in this Agreement that are consistent with the core mission of the COLLEGE pursuant to Section 66010.4.

- 4CD shall review courses included in this Agreement to confirm consistency with 66010.4 and the protocols included in 8a and 8b above.

**9. PRIVACY OF STUDENT RECORDS**

- COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course(s) and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian’s prior written consent.

**10. FACILITIES USE**

- COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 16, Facilities, of this CCAP Agreement.
- COLLEGE, as part of Section 16.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

<b>BUILDING</b>	<b>CLASSROOM</b>	<b>DAYS</b>	<b>HOURS</b>
<b>EAST</b>	<b>187</b> <b>235</b>	<b>T TH</b> <b>TH</b>	<b>2:30PM-3:55PM</b> <b>4:20PM-7:30PM</b>

*Note: All referenced Sections from AB 30 (Education Code 76004)*

<b>WEST</b>	<b>222</b>	<b>T TH</b>	<b>4:05PM-5:30PM</b>
<b>WEST</b>	<b>212</b>	<b>T</b>	<b>4:05PM-7:15PM</b>
<b>WEST</b>	<b>218</b>	<b>TH</b>	<b>4:05PM-7:15PM</b>
<b>EAST</b>	<b>188</b>	<b>T TH</b>	<b>2:30PM-3:55PM</b>
	<b>235</b>	<b>T</b>	<b>4:20PM-7:30PM</b>
<b>WEST</b>	<b>218</b>	<b>T</b>	<b>6:00PM-9:10PM</b>
<b>WEST</b>	<b>216</b>	<b>T TH</b>	<b>2:20PM-3:45PM</b>
<b>EAST</b>	<b>226</b>	<b>T</b>	<b>4:05PM-7:15PM</b>
<b>Note: Rooms subject to change based on master scheduling</b>			

**11. INSURANCE**

- a. The 4CD, in order to protect the SCHOOL DISTRICT, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the SCHOOL DISTRICT.
  
- b. For the purpose of Workers' Compensation, COLLEGE and 4CD shall be the "primary employer" for all its personnel who perform services as instructors and support staff. COLLEGE and/or 4CD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE AND 4CD agree to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE and/or 4CD personnel connected with providing services under this Agreement. COLLEGE and 4CD are not responsible for non-COLLEGE and/or non-4CD personnel who may serve as instructors or students who are not affiliated with the COLLEGE and/or 4CD.

**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, CA 94526

6/23/20  
Page 207 of 216  
Item 11.17

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF 2020-21 NON-PUBLIC SCHOOL AND  
NON-PUBLIC AGENCY MASTER CONTRACT EXPENDITURES

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**DISCUSSION:**

As part of the U.S. Individuals with Disabilities Education Act (IDEA), the least restrictive environment is identified as one of the six principals that govern the education of students with disabilities and other special needs. By law, schools are required to provide a Free Appropriate Public Education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.


"Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should the nature or severity of his or her disabilities prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a Resource Program, separate classroom with specialized academic instruction (Special Day Class), or a Non-Public school (NPS) or Non-Public Agency (NPA).

To determine what an appropriate setting is for a student, an IEP (Individual Education Program) team will review the student's needs and interests. The types of educational settings for students with disabilities will vary. With the difference in needs and interests among students with disabilities, there is no single definition of what a LRE will be for all students.

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**RECOMMENDATION:** Approve projected expenditures of \$6,515,039.00 to cover the services provided by Non-Public Schools and Non-Public Agencies.

**BUDGET IMPLICATIONS:** As included in the attached.



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Mary Ann Frates  
SELPA Executive Director



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Rick Schmitt  
Superintendent

11.17

Item Number

AS OF		6/11/2020					
<b>2020/2021 Projection - Non Public Agencies ***ESTIMATED***</b>							
Non Public Agency	Service(s)	# of Students	2020/2021 Projected July 1 - Dec 31	2020/2021 Projected Jan 1 - June 30	Total		
Maxim	LVN		\$25,000.00	\$25,000.00	\$50,000.00		
Advance School Staffing	SLP OT PT		\$25,000.00	\$25,000.00	\$50,000.00		
Alpha Vista	AC/AT SL		\$69,165.50	\$69,165.50	\$138,331.00		
Analytical Behavior Consultants	Behavior		\$25,000.00	\$25,000.00	\$50,000.00		
Ascend Rehab	OT SLP		\$25,000.00	\$25,000.00	\$50,000.00		
ATX Learning	SLP		\$25,000.00	\$25,000.00	\$50,000.00		
Autism Learning Partners	ABA service		\$25,000.00	\$25,000.00	\$50,000.00		
Bright Path Therapists	OT PT		\$25,000.00	\$25,000.00	\$50,000.00		
Building Connections	INTENSIVE INDIVIDUAL		\$334,426.00	\$334,426.00	\$668,852.00		
C.O.F.Y	Counseling		\$25,000.00	\$25,000.00	\$50,000.00		
Communication Works	AC/AT SL		\$56,826.50	\$56,826.50	\$113,653.00		
Deborah McCloskey	Speech Hearing		\$25,000.00	\$25,000.00	\$50,000.00		
EdTheory Staffing Services	SLP OT PT Behavior Teachers		\$90,483.00	\$90,483.00	\$180,966.00		
Foundations Therapy Services	OT		\$25,000.00	\$25,000.00	\$50,000.00		
Goals for Autism	Behavior		\$25,000.00	\$25,000.00	\$50,000.00		
Juvo	Autism Behavior		\$25,000.00	\$25,000.00	\$50,000.00		
Mediscan	LVN		\$25,000.00	\$25,000.00	\$50,000.00		
Nova Health Therapies	Staffing		\$25,000.00	\$25,000.00	\$50,000.00		
Oak Hill School			\$25,000.00	\$25,000.00	\$50,000.00		
Primecare Therapy	SLP OT PT Audiologist		\$25,000.00	\$25,000.00	\$50,000.00		
Ro Health	LVN		\$143,875.00	\$143,875.00	\$287,750.00		

Soliant	OT		\$73,675.00	\$73,675.00	\$147,350.00
SPG	SL		\$461,710.00	\$461,710.00	\$923,420.00
STE Consultants	ABA service		\$25,000.00	\$25,000.00	\$50,000.00
Sunbelt	AC/AT SL		\$80,467.00	\$80,467.00	\$160,934.00
Therapy Travelers	SLP Psych PT OT Teacher		\$25,000.00	\$25,000.00	\$50,000.00
Top Echelon	SLP		\$25,000.00	\$25,000.00	\$50,000.00
TOTAL			\$1,785,628.00	\$1,785,628.00	\$3,571,256.00

**2020/2021 Projection - Non Public Schools \*\*\*ESTIMATED\*\*\***

Non Public School	Service(s)	# of Students	2020/2021 Projected July 1 - Dec 31	2020/2021 Projected Jan 1 - June 30	Total
A Better Chance School	Instruction 1:1 Aide Trans/OT	3	\$86,751.00	\$86,751.00	\$173,502.00
Alpine	Room Board Psych	1	\$106,625.00	\$106,625.00	\$213,250.00
Anova	Instruction	1	\$25,000.00	\$25,000.00	\$50,000.00
Bayhill	Instruction	3	\$75,004.50	\$75,004.50	\$150,009.00
Creative Learning	Instruction	1	\$25,000.00	\$25,000.00	\$50,000.00
Diamond Ranch	Room Board Psych	1	\$109,613.00	\$109,613.00	\$219,226.00
Discovery Ranch	Room Board Psych	1	\$25,000.00	\$25,000.00	\$50,000.00
Elevations	Room Board Psych	1	\$25,000.00	\$25,000.00	\$50,000.00
Fusion	Instruction	1	\$40,762.50	\$40,762.50	\$81,525.00
Greenacre Home	Room Board Psych	1	\$126,466.00	\$126,466.00	\$252,932.00
Heritage	Instruction	1	\$25,000.00	\$25,000.00	\$50,000.00
Holden High	Instruction	2	\$25,000.00	\$25,000.00	\$50,000.00
Logan River	Room Board Psych	1	\$61,231.50	\$61,231.50	\$122,463.00

Morgan Autism Center	Tuition	1	\$38,752.50	\$38,752.50	\$77,505.00
Morgan Center	Instruction 1:1 Aide PT/OT/APE	1	\$38,752.50	\$38,752.50	\$77,505.00
Oak Hill School	Instruction	1	\$25,000.00	\$25,000.00	\$50,000.00
Orion Moraga	Instruction	2	\$25,000.00	\$25,000.00	\$50,000.00
Raskob	Instruction	2	\$25,000.00	\$25,000.00	\$50,000.00
Seneca	Instruction	1	\$46,308.00	\$46,308.00	\$92,616.00
Spectrum Center	Instruction/ 1:1 Aide PT/OT/APE	8	\$224,413.50	\$224,413.50	\$448,827.00
Springstone	Instruction	1	\$25,000.00	\$25,000.00	\$50,000.00
Stars	Instruction	4	\$110,085.00	\$110,085.00	\$220,170.00
The Bay School	Instruction 1:1 Aide PT/OT/APE	1	\$44,061.50	\$44,061.50	\$88,123.00
Via Center	Room Board Psych	1	\$25,275.00	\$25,275.00	\$50,550.00
Wellspring	Instruction 1:1 Aide PT/OT/APE	1	\$42,404.50	\$42,404.50	\$84,809.00
Wings	Instruction 1:1 Aide PT/OT/APE	1	\$45,385.50	\$45,385.50	\$90,771.00
		43			
<b>TOTAL</b>			<b>\$1,471,891.50</b>	<b>\$1,471,891.50</b>	<b>\$2,943,783.00</b>

<i>TOTAL PROJECTED COST FOR 2020/2021:</i>	<i>\$6,515,039.00</i>
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\*\*\*BASED ON ACTUAL COST IN 19/20\*\*\*\*\*







**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
699 Old Orchard Drive, Danville, CA

6/23/20  
Page 213 of 216  
Item 11.18

**DATE:** June 23, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF 5-YEAR INTERDISTRICT  
TRANSFER ATTENDANCE AGREEMENT WITH CONTRA COSTA  
COUNTY SCHOOL DISTRICTS

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**DISCUSSION:**

This interdistrict transfer agreement is a renewal of a previous agreement that authorizes the San Ramon Valley Unified School District and the contracting districts in Contra Costa County to renew interdistrict transfer requests on an annual basis. The period for this revised agreement will begin on July 1, 2020 and end on June 30, 2025.

Based on Board Policy 5117 and as provided in item #5 of the agreement, the District retains the right to revoke a student's request based on attendance, discipline and academic record.

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**RECOMMENDATION:** Approval of the district entering into the Interdistrict Attendance Agreement with participating school district's in Contra Costa County.

**BUDGET IMPLICATIONS:** N/A



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Rick Schmitt  
Superintendent

11.18

Item Number

**CONTRA COSTA COUNTY SCHOOL DISTRICTS  
INTERDISTRICT ATTENDANCE AGREEMENT  
July 2020 through June 2025  
(supersedes version labeled 2016-2017 thru 2020-21)**

This Interdistrict Attendance Agreement (“Agreement”) is entered into by and between the Acalanes Union High School District of Contra Costa County, the Antioch Unified School District of Contra Costa County, the Brentwood Union School District of Contra Costa County, the Byron Union School District of Contra Costa County, the Canyon Elementary School District of Contra Costa County, the John Swett Unified School District of Contra Costa County, the Knightsen School District of Contra Costa County, the Lafayette School District of Contra Costa County, the Liberty Union High School District of Contra Costa County, the Martinez Unified School District of Contra Costa County, the Moraga School District of Contra Costa County, the Mt. Diablo Unified School District of Contra Costa County, the Oakley Union Elementary School District of Contra Costa County, the Orinda Union School District of Contra Costa County, the Pittsburg Unified School District of Contra Costa County, the San Ramon Valley Unified School District of Contra Costa County, the Walnut Creek School District of Contra Costa County, and the West Contra Costa Unified School District of Contra Costa County.

Pursuant to Education Code 46600, the Governing Boards of each school district agree as follows:

1. Applicability of this agreement is limited to grade levels mutually maintained by the contracting parties.
2. Each of the school districts may accept, insofar as facilities permit, students who are residents of the other who have proper permits for attendance from the district of residence, who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to the district of attendance. Consideration and approval of an application for an interdistrict transfer attendance permit shall be in compliance with the policies and regulations of the school district of attendance.
3. Upon approval by both school districts, a student shall be issued an interdistrict attendance permit, which shall be valid for one school year only. The parent/guardian of the student must reapply annually pursuant to the policies and procedures of the school district of attendance.
4. Each school district shall furnish these students the same advantages, supplies, and regular instructional services as are furnished to the other students attending these classes, with the exception of home to school transportation. Transportation will not be

provided for students attending either school district pursuant to the Agreement, unless otherwise required by the Education Code.

5. Grounds for revocation of an interdistrict attendance permit are those outlined in the policies and regulations of the school district of attendance and include, but are not limited to, failure to demonstrate acceptable academic performance, attendance and/or behavior.
6. The attendance of students from the school districts covered by this Agreement shall be credited to the school district of attendance for apportionment purposed with the school district of attendance assuming all costs of education unless the districts agree otherwise.
7. No financial obligation shall be incurred by the district of residence for services rendered under this Agreement unless the districts agree otherwise.
8. The parties to this Agreement acknowledge that a school district of residence or school district of enrollment shall not rescind existing transfer permits for pupils after June 30 following the completion of grade 10, or for pupils in grade 11 or 12.
9. This Agreement shall begin July 1, 2020 and end June 30, 2025 and supersedes all previous Interdistrict Attendance Agreements between the parties. Any party may terminate this Agreement effective at the beginning of a school year by giving written notice to the other parties at least three (3) months prior to the beginning of the school year.

<b>DISTRICT</b>	<b>SUPERINTENDENT OR DESIGNEE SIGNATURE</b>	<b>GOVERNING BOARD APPROVAL DATE</b>
Acalanes Union High School District		
Antioch Unified School District		
Brentwood Union School District	<i>Dana Eaton</i>	6/10/2020
Byron Union School District		
Canyon Elementary School District		
John Swett Unified School District	<i>Charles Miller</i>	6/10/2020
Knightsen School District		
Lafayette School District		
Liberty Union High School District		
Martinez Unified School District		
Moraga School District	<i>Bruce K. Burns</i>	6/9/2020
Mt. Diablo Unified School District		
Oakley Union Elementary School		
Orinda Union School District		
Pittsburg Unified School District		
San Ramon Valley Unified School District		
Walnut Creek School District	<i>Marie Morgan</i>	06/22/2020
West Contra Costa Unified School District		