



San Ramon Valley Unified School District

699 Old Orchard Drive, Danville

925-552-2933 * www.srvusd.net



BOARD OF EDUCATION MEETING AGENDA

February 8, 2022

6:00PM Closed Session

Rachel Hurd, Vice-President

Laura Bratt, Clerk

Ken Mintz, President

Ronit Batra – Student Board Member

7:00PM Open Session

Shelley Clark, Member

Susanna Ordway, Member

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

The Board Members value input from the community. Members of the public can address the Board at meetings regarding items that are not on the agenda during the agenda item *Public Comment for Non-Agendized Items*. Items that are on the agenda can be addressed when that item is introduced by the Board President.

In order to ensure that the Board has adequate time to hear from the public while balancing the need to conduct its agendized work, public comment will be handled in the following way:

- A time limit of three (3) minutes per speaker has been established and will be enforced. The Board reserves the right to decrease the amount of time allotted per speaker. All speakers will be allotted an equal amount of time.
- Comments for special meetings and workshops will be limited to the agenda item only

Public Comment for both Agendized and Non-Agendized Items:

- Anyone who wishes to address the Board must submit a Speaker Card to Cindy Fischer
- The Board President will call each speaker to the podium during the appropriate agenda item
- Please note that, by law, the Board cannot take action or engage in dialogue on items not on the agenda.

For Items Not on the Agenda:

- A maximum of thirty minutes will be allotted for the agenda item: *Public Comment for Non-Agendized items*
- If the amount of time needed for all speakers to be heard exceeds the thirty minutes allotted, then *Public Comment for Non-Agendized Items* will be paused at the thirty minute mark and will be continued prior to agenda item: *Administrative Matters* until all remaining speakers whose cards were submitted before the pause have had an opportunity to be heard
- When there is a topic that only one speaker wishes to address, that speaker will be prioritized
- We strongly encourage speakers who wish to speak about the same topic to designate one or two individuals to speak on behalf of the entire group
- If there are many people who share a unified view of a topic, they may raise their hand or stand while the designated speakers are addressing the Board so that the Board Members are aware of the level of support

By law, board members can only discuss items that appear on the agenda. For this reason, board members do not engage in dialogue with individuals speaking during the non-agenda public comment section of the meeting. For individuals who wish to speak with board members in depth about an issue, contacting board members on an individual basis is recommended, although individual board members have no legal authority to make decisions without consideration by the whole board.

Electronic Submission of Public Comment:

1. Email your comments to publiccomments@srvusd.net. Emails will be automatically forwarded to each Board Member and will be entered into the official minutes.
 - a. Public comments received from the time the agenda is posted through the end of the open session portion of the meeting, will be included in the minutes.
 - b. Public comments received 4 hours or less prior to the start of open session will be included in the minutes, but may not be read by all Board Members prior to the meeting.
 - c. No email attachments will be accepted with electronically submitted public comment.
 - d. Email addresses will not be included in the public record in order to protect the privacy of commenters.

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.

On July 28, 2021, the California Department of Public Health updated its guidance for face coverings for indoor public settings, which included local board and commission meetings. According to the guidelines a board may choose to follow one of the following:

- Provide information to all patrons, guests and attendees regarding vaccination requirements and allow vaccinated individuals to self-attest that they are in compliance prior to entry.
- Require proof of vaccination.
- Require all patrons to wear masks.

The San Ramon Valley Unified School District meeting scheduled for February 8, 2022 will require all patrons to wear a face mask.

**The meeting will be live-streamed at the following link:
https://www.srvusd.net/district/board_meetings and on our YouTube channel at SRVUSD Board.**

*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
February 8, 2022
6:00PM

- 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**
(Initiation of litigation pursuant to Gov. Code section 54956.9, sub. (d) (4)
 - a) One Case
 - 4.2 Conference with Legal Counsel – Existing Litigation**
 - a) Case #C17-01551
 - 4.3 Conference with Labor Negotiators**
(Govt. Code 54957.6)
Agency Representative(s): Keith Rogenski
Employee Organization(s): CSEA, SEIU

Adjournment



**OPEN SESSION
Board Rooms
February 8, 2022
7:00PM**

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 January 18, 2022 **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 Words Matter Week – February 7-11 **Oral**
 - 9.2 Women’s History Month - March **Oral**
 - 9.3 SB 328 School Start Time **Oral**
 - 9.4 Public Comment for Non-Agenda Items (Comments Limited to Three Minutes) **Oral**
 - 9.5 Association Presidents’ Report **Oral**
 - 9.6 Student Board Member’s Report **Oral**
 - 9.7 Superintendent’s Report **Oral**
- 10.0 Action Items/Public Hearings**
 - 10.1 Public Hearing: Presentation Regarding the Redistricting Process and Public Hearing Regarding Trustee Area Map Revisions **Enclosure**
 - 10.2 Consideration of Adoption of Resolution #58/21-22, Approval of Provisional Internship Permit (PIP) Request(s) **Enclosure Action**
 - 10.3 Consideration of Approval of the Facilities Oversight and Advisory Committee Members (FOAC) **Enclosure Action**
 - 10.4 Consideration of Adoption of Resolution #61/21-22 A Resolution of the Governing Board of Education of the San Ramon Valley Unified School District in Support of Assembly Bill No. 1614 (Muratsuchi) Education Finance: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports **Enclosure Action**

- 10.5 Consideration of Board Vote for the 2022 California School Boards Association Delegate Assembly Election

Enclosure
Action

11.0 Consent Items

- | | | |
|-------|--|-----------------------------|
| 11.1 | Consideration of Approval of Certificated Personnel Changes | Enclosure
Consent |
| 11.2 | Consideration of Approval of Classified Personnel Changes | Enclosure
Consent |
| 11.3 | Consideration of Approval of Contract/Purchases over \$50,000 | Enclosure
Consent |
| 11.4 | Declaration of Surplus Property | Enclosure
Consent |
| 11.5 | Ratification of Warrants | Enclosure
Consent |
| 11.6 | Consideration of Approval of New Position Description for Facilities Use Coordinator | Enclosure
Consent |
| 11.7 | Consideration of Approval of New Course Proposals – AP 3D Art & Design, Empowering Entrepreneurs, History of Baseball, International Cuisine, IT Support, Certification & Training | Enclosure
Consent |
| 11.8 | Consideration of Approval of the Revisions to the Measure D Master Program Budget | Enclosure
Consent |
| 11.9 | Preview of Textbook | Enclosure
Consent |
| 11.10 | Adoption of Textbooks | Enclosure
Consent |
| 11.11 | Consideration of Adoption of Resolution #60/21-22, Authorizing District Representatives with Office of Public School Construction Department of General Services | Enclosure
Consent |

12.0 Administrative Matters

- 12.1 Board Members' Reports

Adjournment

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

BOARD OF EDUCATION MEETING
January 18, 2022
MINUTES

The video from this meeting can be found on the District website at www.srvusd.net.

- 1.0 Call to Order** The Board of Education held its regular meeting at the SRVUSD Education Center. The meeting was called to order at 5:33PM.
- 2.0 Attendance** Board Members Present: Board President Ken Mintz, Board Vice President Rachel Hurd, Board Clerk Laura Bratt, Board Members Shelley Clark and Susanna Ordway.
- Administrators Present: Superintendent John Malloy, Assistant Superintendent Keith Rogenski and Chief Business Officer Danny Hillman, Executive Director Linda Rowley-Thom, Director Ilana Samuels and Recording Secretary Cindy Fischer. Attorneys Karen Samman and Jacque Litra from F3, Attorney Arne Sandberg from Lozano Smith, Attorney Dan Roth from Law Offices of Dan Roth and Attorney Dan Harbottle from Harbottle Law Group.
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Laura Bratt, seconded by Rachel Hurd the closed session agenda was approved (5/0). There was no public comment.
- 4.0 Closed Session** The closed session was adjourned at 7:05PM.
- Board President Susanna Ordway reconvened the meeting in open session at 7:09PM.
- 5.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Ken Mintz, Board Vice President Rachel Hurd, Board Clerk Laura Bratt, Board Members Shelley Clark and Susanna Ordway and Student Board Member Ronit Batra
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski and Danny Hillman, Executive Directors Debbie Petish and Jon Campopiano, Directors Ilana Samuels, Hong Nguyen and Dave Kravitz.
- Others Present: 18 visitors attended. Recording Secretary Cindy Fischer
- 6.0 Report of Action Taken in Closed Session** On a motion by Rachel Hurd seconded by Laura Bratt the Board of Education considered the request for issuance of subpoenas in connection with a pending expulsion matter, Case No. 01-21/22, and objections to the subpoenas, and declined to issue the requested subpoenas. (5/0)
- The Board agreed to accept a tolling agreement between the District and Liberty Mutual Insurance regarding potential litigation government code 54956.9 (5/0)
- 7.0 Acceptance of Minutes** On a motion by Shelley Clark seconded by Rachel Hurd, the December 14, 2021 minutes were approved. (5/0) Batra (advisory)
Public Comment: Mike Arata (4:48)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Rachel Hurd seconded by Susanna Ordway the open session agenda was approved. (5/0) Batra (advisory) – yea
- 8.2 Approval of Consent Agenda** On a motion by Susanna Ordway seconded by Shelley Clark, the consent agenda was approved as amended. (5/0) yea - Batra (advisory)
Helen of DV requested the following Consent Agenda item move to action items. Item 11.3 to 10.5, Item 11.5 to 10.6

- 9.0 Reports to Board**
- 9.1 National School Counseling Week – February 7-11** Executive Director Debbie Petish introduced Coordinator Jessica Coulson
- 9.2 African American History Month – February** Executive Director Debbie Petish introduced Director Hong Nguyen
Public Comment: Helen of DV (17.34)
- 9.3 Strategic Directions – Social Emotional Well-Being** Executive Director Debbie Petish introduced the main goals of the Strategic Directions. Coordinator Jessica Coulson shared the presentation.
Public Comment:
Courtney Drefel (48.25)
Helen of Dougherty Valley (51.40)
Angela Capra (55.16)
- 9.4 Superintendent’s Report** Superintendent Malloy offered comments on the return to school following winter break, staff absences and the number of COVID cases, the ongoing changes from public health, testing resources, Access to Excellence process, Board of Education recognition month.
Public Comment: Helen of DV (1.17.30)
- 9.5 Public Comment for Non-Agenda Items** Courtney Drefahl (1.21.11)
John Besmer (1.24.28)
Helen of DV (1.28.00)
Mike Arata (1.30.51)
Scott Rafferty (spoke after SRVEA Vice President) (1.38.59)
- 9.6 Association Presidents’ Comments** SRVEA Vice President Melinda Daly
- 9.7 Student Board Member’s Report** Student Board Member Ronit Batra shared his report regarding finals, mental health, COVID-19 cases and bi-weekly Zoom meetings with students.
Public Comment: Helen of Dougherty Valley (1.49.00)
- 10.0 Action Items/Public Hearings**
- 10.1 Public Hearing: Presentation Regarding the Redistricting Process and Public Hearing Regarding Trustee Area Map Revisions** President Mintz opened the public hearing.
Chief Business Officer Danny Hillman introduced Attorney Harold Freeman from Lozano Smith and Doug Johnson from Davis Demographics who shared the presentation.
Public Comment:
Nicholas Harvey (2.07.00)
Scott Rafferty (2.10.30)
Helen of DV (2.12.47)
President Mintz closed the public hearing
- 10.2 Consideration of Approval of Tentative Agreement between Revisions to Administrative Regulation 6153, School Sponsored Trips** Chief Business Officer Danny Hillman
Public Comment: None
On a motion by Rachel Hurd, seconded by Susanna Ordway the Board approved Administrative Regulation 6153. (5/0) yea: Batra (advisory)

On a motion by Susanna Ordway seconded by Laura Bratt the Board extended the meeting to 10:30pm (5/0) yea: Batra (advisory)
- 10.3 Consideration of Adoption of Resolution #56/21-22, In Support of Career and Technical Education Month** Executive Director Debbie Petish and Coordinator Jessica Coulson
Public Comment: Helen of DV (2.52.56)
On a motion by Shelley Clark , seconded by Laura Bratt the Board adopted Resolution #56/21-22 (5/0) yea: Batra (advisory)
- 10.4 Consideration of Adoption of Resolution #57/21-22, A Resolution of the Governing Board of Education of the San** Executive Director Debbie Petish and Coordinator Jessica Coulson
Public Comment: None
On a motion by Shelley Clark, seconded by Laura Bratt the Board adopted Resolution #57/21-22 (5/0) yea: Batra (advisory)

Ramon Valley Unified School District in Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022

- 10.5 Consent Item 11.3 Consideration of Approval of Contract/Purchases over \$50,000**

Public Comment: Helen of DV (3.00.00)
On a motion by Rachel Hurd, seconded by Susanna Ordway the Board approved contract/purchases over \$50,000. (5/0) yea: Batra (advisory)
- 10.6 Consent Item 11.5 Consideration of Approval of the Williams Uniform Complaint Quarterly Report**

Public Comment:
Helen of DV (3.06.10)
Mike Arata (3.09.31)
On a motion by Laura Bratt, seconded by Susanna Ordway the Board approved the Williams Uniform Complaint Quarterly Report (5/0) yea: Batra (advisory)
- 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 Consideration of Adoption of Resolution #48/21-22, Approving Routine Budget Revisions
 - 11.5 ~~Consideration of Approval of the Williams Uniform Complaint Quarterly Report~~
 - 11.6 Consideration of Adoption of Resolution No. 50/21-22, Contract for the Sycamore Valley Elementary School Modernization of Existing Classroom Buildings – W.A. Thomas Co., Inc.
 - 11.7 Consideration of Adoption of Resolution No. 51/21-22, Contract for the Sycamore Valley Elementary School Demolition & Re-Roofing – State Roofing Systems, Inc.
 - 11.8 Consideration of Adoption of Resolution No. 52/21-22, Contract for the Sycamore Valley Elementary School Flooring Replacement – All County Flooring
 - 11.9 Consideration of Adoption of Resolution No. 53/21-22, Contract for the Vista Grande Elementary School Fencing & Gating – AAA Fence Company, Inc.
 - 11.10 Consideration of Adoption of Resolution No. 54/21-22, Contract for the Stone Valley Middle School Classroom & Multipurpose Buildings (Electrical Package #700) – Intrepid Electronic Systems, Inc.
 - 11.11 Preview of Textbook
 - 11.12 Adoption of Textbook
- 12.0 Administrative Matters**
- 12.1 Board Member’s Reports**

Board members shared their reports and comments, noting attendance at the following:
Student Board Member Batra - none

Board Member Ordway attended the California Suburban School Districts (CALSSD) meeting, SRVUSD I-Quest interviews and the GATE taskforce committee.

Board Member Clark attended the Town of Danville Liaison meeting, distributed COVID tests at the District office, covered noon duty at Sycamore Elementary, and attended the Access to Excellence meeting and the CALSSD Meeting.

Board Clerk Bratt - Attended the CALSSD meeting, distributed COVID tests and covered noon duty at Quail Run and Montevideo.

Board Vice President Hurd – Attended the CALSSD meeting and distributed COVID tests.

Board President Mintz- Distributed COVID tests, attended the Street Smarts committee, meeting FOAC meeting and Access to Excellence meeting.

Adjourned

Adjourned 10:33PM.

Written Public Comment
January 18, 2022

Scott Rafferty 1/28/22 3:53PM

Throughout our county, neighborhood elections have made governing bodies more accountable, brought democracy closer to the people, and identified natural leaders from minority and working-class communities that had never seen one of their own elected to office.

Shortly before the 2018 elections, my clients petitioned this Board to coordinate with other jurisdictions to create single-member constituencies and incorporate Dougherty Valley's emerging South Asian community into our local political life. No Asian or Latino had ever won an election to any office in San Ramon Valley. Now half San Ramon city council is now Asian, and a promising young Latina came close to winning a third seat.

Instead of embracing the opportunity to improve our democracy, the Board lectured its voters about the CVRA, repeatedly saying it was "Orwellian," "offensive," "sickening," "twisted," "stupid," and "written by idiots in Sacramento." President Mintz complained that his colleagues would be "punished for the color of their skin" unless each was guaranteed a separate area. So the Board ordered the demographer to do just that, no small feat when four incumbents lived within a 1.25 mile radius. President Mintz rejected collaboration, stating "they can't dictate to us."

It wasn't easy for the Asian community to be heard or feel respected. A critical meeting was held during the workday and then delayed two hours, during which Asian witnesses left. "Helen from Dougherty Valley" said Asians were corrupt, telling the Board: "White people, govern for the good of all of us." One recently appointed trustee said she "sympathized" with Helen's views and voted for Map 102.

Every constituent said Map 102 was gerrymandered. Even the incumbent who lived there called it a "puzzle piece." The deputy superintendent said a "tentacle" attached Dougherty Valley to the incumbent's West Danville home, and that Map 101 "maybe made more sense." But once the Board realized that it had to allow a majority Asian area to elect a trustee in 2020, the Board unanimously adopted 102 to make sure the voters didn't elect someone from Dougherty Valley. They promised to post alternative maps from the community, but then changed the hearing schedule so there was only 3 hours to prepare them.

It didn't work out as planned. The incumbent selected to defend the seat didn't even run for re-election. The voters retired the incumbent who said the CVRA was "written by idiots." I hope that the three remaining at-large trustees who will face the voters this fall no longer argue that they are being "punished for the color of their skin" or that they are entitled to draw lines to perpetuate themselves in office. Consider the model of Mt. Diablo trustees who sacrificed their own interests to ensure that the Latino immigrant community in Concord and Pacheco had a dedicated voice on its Board.

Map 102 does not comply with the Voting Rights Act of 1965. Gerrymandering an incumbent and the high-propensity voters who in his community with just enough Asians to get to 50.1% Asian area is not effective as an Asian majority district. The record shows that the Board intended to fragment the Asian communities in Dougherty Valley and Camino Tessajara, denying Asian voters a compact district that respected their neighborhoods and communities of interest. Only with such a district can they identify their own natural leaders and promote them for elective office. That is what federal law requires to give Asian voters an equal opportunity to elect candidates of their choice.

Equal voting rights is the cornerstone of any government that represents all its people. President Mintz was wrong. The voters this fall will judge the incumbents who drew Map 102 not based on the color of their skin, but based on the content of their character. They will ask if these three trustees will continue to place their personal interests above compliance with the law and respect for the fundamental equality of all people,

Those who voted for that map should recuse, so that the County Committee on School District Reorganization can draw lines that empower our extraordinary immigrant community -- or appoint an independent commission to do so.

Scott Rafferty

Stephanie Lau 1/18/22 8:01PM

To whom it may concern,

My name is Stephanie and I am a senior at California High School. I, as well with many others, are very disappointed with the new COVID contract tracing policies, as emailed to students and parents just around ten minutes ago. The email stated that the school would only let us know the number of cases every day and will be stopping "collecting and distributing individual student and class contact tracing information".

I believe this is a very dangerous and irresponsible action to take right now, especially as the case numbers in the state are the highest they have been in a long time and we are experiencing a highly contagious variant. The contact tracing notifications were already disappointing to begin with as most of the time, only the students seated closest to the infected student got a notification. I believe that we, as students, should have the right to know more than "you may have been exposed if you were on campus today".

To me, this just shows how little effort the district is willing to put in for the well-being and health of their students, staff, and community. Please reconsider the new policies for the sake of the greater good of everyone. Thank you.

Stephanie Lau

Hela Khalil **1/18/22 9:52PM**

Hello,

My name is Hela Khalil and I am a senior at California High School. I sent a letter over a week ago to the district and my school's administration expressing my frustrations with returning to school in person amidst the Omicron variant surge. I was assured that the school is actively pursuing health and safety precautions and that I should not worry.

I would like to reiterate that the situation we are in is a large health risk and a matter of public safety. I, and many others, who go to school each day do not feel safe. This is wrought by the lack of enforcement of mask-wearing and the discomfort we feel when we have to sit in classrooms for long periods of time with people who are inconsiderate of the health of others. In addition, the administration's decision to stop reporting individual exposure and contact tracing information is frightening. At this point, it seems this school administration is giving up. Giving up on serious risks that affect students, parents, and teachers.

While I am aware that pursuant to state law, we cannot return to remote school at this time, I am disappointed with the lax safety precautions carried out at Cal High. I, and many of my peers, would like to see stricter enforcement of mask-wearing indoors with potential consequences involved because there are many of us who must attend school and go home to immunocompromised or high-risk family members. It is simply unfair. I would also like to see teachers adhering to the masking guidelines as I see teachers being lax about wearing masks above both the mouth AND nose, which tends to promote improper mask behavior in classrooms. Lastly, I would like to see more consideration of the decision to stop reporting contract tracing information as it is a very useful resource for students to learn if they have been exposed and take the actions necessary thereafter. Thank you so much for your work, and I really appreciate you taking the time to read my email.

Thank you,
Hela Khalil

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

DATE: February 8, 2022

TOPIC: SENATE BILL NO. 328: SCHOOL START TIME

DISCUSSION:

SB 328 places restrictions on when the school day/instruction may start for middle and high schools. This law, known as Senate Bill 328, does not allow high schools to start classes that count towards instructional minutes before 8:30 a.m. and middle school classes must not begin before 8:00 a.m. All school districts are obligated to follow this law, beginning in fall 2022.

This law was authored by a state legislator who cited research that early school start times pose serious health and safety risks. They do not affect just mental ability and mood but also have an impact on physical health. Sleep deprivation increases the risk for diabetes, obesity, and high blood pressure. Researchers believe that a lack of sleep alters hormone levels and puts additional stress on the body: www.startschoollater.net/

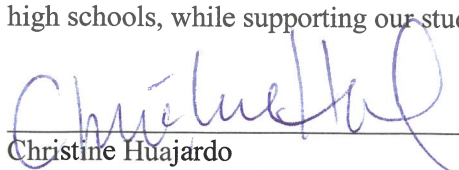
As we work through the process of implementing these changes, we will address all key priorities by creating a high school schedule that:

- Ensures equitable access to required courses
- Students who take six periods will end school between 2:30 - 2:45 and students who take seven periods will end school between 3:30-3:45
- Maintains a 7 period day option for all students who want that access
- Has robust and dynamic 7th-period offerings to maintain our commitment to students who want to extend/expand our academic portfolio
- Values supporting students to own/design their learning plan
- Students can still opt to take 5, 6, or 7 classes
- Centers students by honoring their desire to participate in extra-curricular activities and extra academics
- Ensures that students engaged in after-school extra-curricular activities can have a schedule with as much flexibility as possible to participate in those activities in ways that minimize missing class time
- Creates parameters for schools to follow, to ensure equity across all four high schools
- Leaves space for any emerging and shifting needs and demands
- Complies with all applicable laws
- Complies with SRVEA contract

We are in the process of creating a schedule that is legally compliant and is guided by our definition of success for our students as aligned with SRVUSD's Strategic Directions:

- Our students achieve academically and are involved in deep learning and innovation.
- Our students are empowered to set personal goals and reach their full potential.
- Our students are engaged in their learning, and social and emotional well-being.

SRVUSD will continue to serve all our students, providing equitable access to desired classes at all our high schools, while supporting our students' extra-curricular and co-curricular activities.


Christine Huajardo
Assistant Superintendent
Educational Services


Dr. John Malloy
Superintendent

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

DATE: February 8, 2022

TOPIC: PUBLIC HEARING: PRESENTATION REGARDING THE REDISTRICTING
PROCESS AND PUBLIC HEARING REGARDING TRUSTEE AREA MAP
REVISIONS

DISCUSSION: The San Ramon Valley Unified School District completed the process to transition from at-large to by-trustee area elections in 2019. In a by-trustee area election system, each trustee is required to reside within a defined trustee area and is elected only by voters in that trustee area.

Per Education Code section 5019.5, upon the release of U.S. Decennial Census Data, school districts that use by-trustee area elections are required to evaluate whether their current trustee areas have approximately equal population, using the new census data. As a general rule, the variation in total population among trustee areas must not exceed 10%. If the total peak variation exceeds 10%, trustee area boundaries need to be adjusted. This process is referred to as *redistricting*.

The district hired professional demographers, National Demographics Corporation, to conduct a study of the 2020 Census data to determine whether the current trustee areas are population balanced. NDC determined the total peak variation between trustee areas exceeds 10% and trustee area boundaries will need to be adjusted. At the Board meeting on January 18, 2022, NDC presented information regarding the redistricting process and discussed the results of the 2020 Census. NDC will further present the findings of their study and present potential map revisions at the meeting on February 8, 2022. Legal counsel for the District, Harold Freiman of Lozano Smith, will also be present. Following the demographer's presentation, the Board will then conduct a public hearing to gather and receive input from the community related to trustee-area boundary map revisions prior to the demographer's preparation of a proposed new map or maps.

The districting process will be transparent, and everyone will have the opportunity to provide their input on the proposed revised maps. The Board anticipates holding additional public hearings through the process and will ensure any proposed maps are posted on the District's website. The Board will adopt a resolution establishing election district boundaries no later than February 28, 2022, the deadline established by law. After adoption of a new trustee area map, that map will be sent to the County Superintendent of Schools and the County Registrar of Voters. The County Registrars of Voters will then adjust precinct boundaries before the filing deadline for the November 2022 trustee election. The new map will be used for the first time for the November 2022 election.

RECOMMENDATION: N/A – Public Disclosure only.

BUDGET IMPLICATIONS: N/A



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

10.1

Item Number

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

DATE: February 8, 2022

TOPIC: **CONSIDERATION OF ADOPTION OF RESOLUTION NO. 58 /21-22
APPROVAL OF PROVISIONAL INTERNSHIP PERMIT (PIP)
REQUEST(S)**

DISCUSSION:

The California Commission on Teacher Credentialing is no longer issuing Emergency Permits. Instead, the Commission replaced the Emergency Permit with the Provisional Internship Permit (PIP) which provides applicants additional time to meet the subject matter competence requirement(s) needed to enter an internship program. A school district may request a PIP only after a diligent search has been conducted and a fully credentialed teacher was unable to be hired in a position.

All requests for a PIP must be presented to the Governing Board of a public school district for approval as an action item on the Board's meeting agenda. Every PIP request that is submitted to the Commission on Teacher Credentialing must include evidence that a notice of intent to employ the named applicant in the identified position has been made public.

RECOMMENDATION:


Approve the Provisional Internship Permit request(s) as presented.

BUDGET IMPLICATIONS:

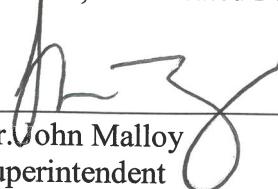
None



Keri Van de Star
Director, Certificated Personnel



Keith Rogenski
Asst. Superintendent, Human Resources



Dr. John Malloy
Superintendent

10.2

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
RESOLUTION OF THE BOARD OF TRUSTEES
APPROVAL OF PROVISIONAL INTERNSHIP PERMIT (PIP) REQUEST (S)
RESOLUTION NO. 58/21-22

WHEREAS, the California Commission on Teacher Credentialing authorizes the issuance of a Provisional Internship Permit (PIP) to an employee who meets the minimum requirements and who requires additional time to meet the subject matter competence needed to enter an internship program.

THEREFORE BE IT RESOLVED that the following teacher has met the above criteria and is authorized to apply for a PIP to complete his assignment for the 2021-22 school year in the San Ramon Valley Unified School District:

<u>Name</u>	<u>Site</u>	<u>Subject</u>
Madeline Gronowski	Country Club Elementary	Mild/Moderate

AYES:

NOES:

ABSENT:

ABSTAINED:

Dr. John Malloy
Secretary to the Board of Education
San Ramon Valley Unified School District

Board Meeting Date: February 8, 2022

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

DATE: FEBRUARY 8, 2022

TOPIC: CONSIDERATION OF APPROVAL OF THE FACILITIES OVERSIGHT AND ADVISORY COMMITTEE MEMBERS (FOAC)

DISCUSSION: The Facilities Oversight and Advisory Committee (FOAC) consist of volunteer community members who meet regularly throughout the year to review projects and expenditures as well as provide input in an advisory role to the Board of Education on the design development process of Measure D facilities projects. FOAC members are appointed by the Board of Education per the process that the Board approved on October 21, 2014, in accordance with Proposition 39 and Assembly Bill 1908 requirements.

The oversight committee must consist of at least seven members which includes five designated members from the following categories: 1) One member who is a parent/guardian of an enrolled child and active in a parent/teacher organization such as PTA or school site council; 2) One member active in a business organization representing the business community located within the District; 3) One member active in a senior citizens' organization; 4) One member who is a parent/guardian of an enrolled child in the District; 5) One member who is active in a bona fide taxpayers' organization. No employee or official of the District or vendors, contractors or consultants of the District can be a member.

Currently the FOAC has eight (8) members. One (1) member's term ends at the end of January 2022. Two (2) current committee members reapplied and two (2) did not reapply, leaving the new committee with five (5) committee members which does not comply with the Proposition 39 Composition of a Committee. Information regarding the application process for the vacant seats was made available via the District website, press release, senior centers, local newspapers and SRVUSD social media.

It should be noted that the applicants as a group are very experienced in community service with many having specialized knowledge about construction, finance and/or school programs, academics, school construction, etc., though this background is not necessary to serve on this committee. The District greatly appreciates the citizens who volunteered to provide this service to the community.

The Superintendent and the Board liaisons to the FOAC reviewed the applications and will present a recommendation to the Board.

RECOMMENDATION: Staff recommends the Board approve the appointment/reappointment of up to nine (9) members to the Facilities Oversight and Advisory Committee as presented.

BUDGET IMPLICATIONS: Clerical costs necessary for the committee will be covered by existing Facilities' budgets.

Erin Hirst, SC

Erin Hirst
Director, Facilities

D Hillman

Daniel Hillman
Chief Business Officer

Dr. John Malloy

Dr. John Malloy
Superintendent

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
FACILITIES OVERSIGHT ADVISORY COMMITTEE APPLICANTS – 2022/2024

APPLICANTS FOR APPROVAL	CURRENT MEMBER	NEW APPLICANT
Ed Duarte	2 yr. term	
Garrett Gritz	2 yr. term	
Todd Byrant		2 yr. term
Jane Joyce		2 yr. term
Kyle Levy		2 yr. term
Bridgit Pelley		2 yr. term

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA

DATE: February 8, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 61/21-22, A RESOLUTION OF THE GOVERNING BOARD OF EDUCATION OF THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT IN SUPPORT OF ASSEMBLY BILL NO. 1614 (MURATSUCHI) EDUCATION FINANCE: LOCAL CONTROL FUNDING FORMULA: BASE GRANTS: ASPIRATIONAL FUNDING LEVEL: REPORTS

DISCUSSION:

AB 1614 proposed by California Assemblymember Al Muratsuchi would increase the Local Control Funding Formula (LCFF) by \$4.2 billion over the statutory cost-of-living adjustment in 2022-23 with the intent that the Legislature strive to reach the top ten states in the country in K-12 per-pupil funding.

Currently, LCFF targets look backwards to 2007-08 funding levels and have not kept pace with the massive growth in fixed costs. For years, school districts throughout the state have been calling for an increase in LCFF base grant funding. As schools, families, and districts throughout California struggle with the COVID-19 pandemic, local school districts need greater flexibility with their revenues in order to focus on sustaining and expanding a student-centered recovery.

All districts in the state would benefit from increasing investments to public education for purposes including:

- Scaling up high school programs to offer a full range of college and career preparation options
- Additional support, inclusive settings, and early intervention for special education programs that serve students with disabilities
- Additional support for English language learners
- Providing a broad range of professional development opportunities for new and veteran teachers
- Implementing other strategies designed to enhance student achievement and close the achievement gap

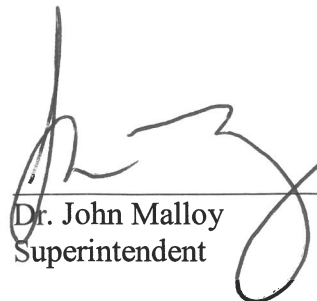
Passage of AB 1614 (Muratsuchi) would increase the LCFF base grant funding for SRVUSD by approximately \$25 million or roughly 9% over current LCFF funding levels, which will help ensure that SRVUSD can meet its financial obligations while maintaining its reputation for educational excellence.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 61/21-22 in support of Assembly Bill No. 1614 (Muratsuchi), Education Funding: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports.

BUDGET IMPLICATIONS: None



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

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

RESOLUTION NO. 61/21-22, A RESOLUTION OF THE GOVERNING BOARD OF EDUCATION OF THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT IN SUPPORT OF ASSEMBLY BILL NO. 1614 (MURATSUCHI) EDUCATION FINANCE: LOCAL CONTROL FUNDING FORMULA: BASE GRANTS: ASPIRATIONAL FUNDING LEVEL: REPORTS

WHEREAS, school districts throughout the state – urban, rural, and suburban – having been calling for years for an increase in LCFF base grant funding that will benefit and provide greater flexibility to all school districts throughout the state, because every community in the state is struggling with this pandemic and the costs associated with it; and

WHEREAS, LCFF targets look backwards to 2007-08 funding levels and have not kept pace with the massive growth in fixed costs; and

WHEREAS, despite having the 5th largest economy in the world and the largest Gross Domestic Product (GDP) of any state, California remains in the bottom 10% in the nation in per-pupil funding; and

WHEREAS, California ranks at or near the bottom in teacher-student ratios and all other staffing ratios; and

WHEREAS, our schools, our families, and our children are dealing with unprecedented challenges during this ongoing COVID-19 crisis; and

WHEREAS, student need has increased during the pandemic and addressing learning recovery and supporting students' physical and mental health will take a generational effort and much greater resources; and

WHEREAS, school districts also need greater fiscal stability during these uncertain times by calculating ADA funding based on a three year average; and

WHEREAS, SRVUSD receives nearly \$2,000 per student less than the State average in per-pupil funding because of very low LCFF Supplemental and Concentration grant funding levels; and

WHEREAS, SRVUSD will continue to operate with a structural deficit and struggle to maintain positive budget certification without drastic reductions; and

WHEREAS, Assembly Bill (AB) 1614 (Muratsuchi) would increase the Local Control Funding Formula (LCFF) by \$4.2 billion over the statutory cost-of-living adjustment in 2022-23 with the intent that the Legislature strive to reach the top ten states in the country in K-12 per-pupil funding; and

WHEREAS, passage of AB 1614 would increase LCFF funding levels for SRVUSD by \$25 Million or roughly 9% over current LCFF funding levels; and

WHEREAS, an increase in the LCFF base grant will help ensure that SRVUSD can continue to meet its financial obligations while maintaining its reputation for educational excellence; and

WHEREAS, increasing base funding raises funding for all districts, allowing an exponential increase in unduplicated funding and ensures concentrated funds go directly to the need rather than filling in the gaps in underfunded basic costs;

NOW, THEREFORE, BE IT RESOLVED, that the San Ramon Valley Unified School District Board of Education voices its strong support for Assembly Bill (AB) 1614 (Muratsuchi) as a critical next step to ensure the legacy of the LCFF is continued for future generations of school children.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 8th day of February 2022, by the following vote:

YES:

NOES:

ABSENT:

ABSTAINED:

I, Ken Mintz, President of the San Ramon Valley Unified School District Board of Education, do hereby certify that the forgoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

President of the Board of Education,

Clerk of the Board of Education,

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

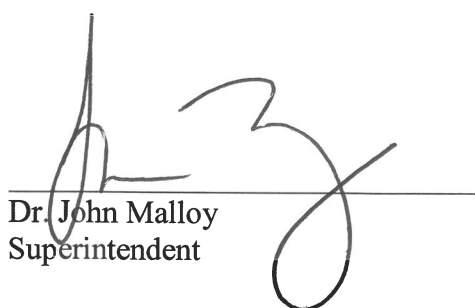
DATE: February 8, 2022

TOPIC: CONSIDERATION OF BOARD VOTE FOR THE 2022 CALIFORNIA
SCHOOL BOARDS ASSOCIATION DELEGATE ASSEMBLY
ELECTION

DISCUSSION: Each year delegates are elected to serve as representatives to the CSBA Delegate Assembly from our region. Our Board of Education, as a whole, may vote for up to the number of vacancies indicated on the ballot. This year our region has three vacancies. Ballots must be postmarked by Monday, March 15, 2022 and election results will be available no later than May 11, 2022

RECOMMENDATION: The Board shall decide on their recommendation as our regional delegate(s).

BUDGET IMPLICATIONS: None



Dr. John Malloy
Superintendent

10.5
Item Number

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 7-A
(Contra Costa County)

Number of seats: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

Pauline Allred (Liberty Union HSD)*

Yolanda Peña Mendrek (Liberty Union HSD)

Marina Ramos (John Swett USD)*

Mary Helen Rocha (Antioch USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 7 – 18 Delegates (14 elected/4 appointed)◆

Director: James Aguilar (San Leandro USD)

Below is a list of all the current Delegates.

Subregion 7-A (Contra Costa)

Thuy DaoJensen (Brentwood Union SD), term expires 2023
 Rachel Hurd (San Ramon Valley USD) ◆, appointed term expires 2022
 Meredith Meade (Lafayette SD), term expires 2023
 Marina Ramos (John Swett USD), term expires 2022
 Mary Rocha (Antioch USD), term expires 2022
 Pauline Rivera Allred (Liberty Union HSD), term expires 2022
 Richard Severy (Moraga ESD), term expires 2023

Subregion 7-B (Alameda)

Vacant, term expires 2022
 Desrie Campbell (Fremont USD) ◆, appointed term expires 2023
 Dianne Jones (Fremont USD), term expires 2023
 Lance Nishihira (New Haven USD), term expires 2022
 Diana Prola (San Leandro USD), term expires 2023
 Monique Tate (San Leandro USD), term expires 2022
 Anne White (Livermore Valley Joint USD), term expires 2022
 Gary Yee (Oakland USD) ◆, appointed term expires 2022
 Sara Prada (Hayward USD), term expires 2023
 Clifford Thompson (Oakland USD) ◆, appointed term expires 2023

County Delegate:

Annette Lewis (Contra Costa COE), term expires 2023

Counties

Contra Costa (Subregion A)
 Alameda (Subregion B)



Delegate Assembly Biographical Sketch Form for 2022 Election

Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: January 5, 2022

Name: Yolanda C. Peña-Mendrek CSBA Region & subregion #: 7A
 District or COE: Liberty Union High School District Years on board: 13
 Profession: Retired Educator Contact Number (Cell Home Bus.): 925-382-2869
 Primary E-mail: ymendrek@aol.com

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am a retired Educator and I understand the current needs and challenges that schools are experiencng. As a member of the community I see the needs of students to be educated in a safe environment where social justice is prevelent at all levels. Every child has the civil right to an education that values and respect the contributions of all students. As an educator, I have provided that opportunity to students, consequently I can offer an opinion as to when a policy should be created, endorsed and/or approved that would be fair and equitable to all.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As an involved community member I have participated in many activities with several organizations. Please see below:

1. Brentwood Inter-Agency Committee, where we discuss educational and local issues impacting our students
2. Freedom HS Board Liaison
3. CSBA Delegate Region 7A (2013-2017)
4. California School Board Association-CSBA Director Region 7A (2017-2021)
5. Contra Costa County CCCSBA - Past President, current Treasurer
6. Red Cross Volunteer - Disaster Action Team (DAT)
7. Soroptimist International of the Delta

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge of governing boards is understanding the guidelines and mandates regarding the COVID, and working with families to share information that's relevant and verifiable. Many families fear for the health of their students and loved ones and consequently have many con or pro opinions regarding mask use or vaccines.

CSBA should continue providing timely and accurate information to school boards that can be shared for the purpose of educating all involved. Informational newsletters and webinar are some that come to mind, as well as keeping informed of changes coming from the Governor's office, CDE and CDC.

Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Marina G. Ramos Date: 11/29/2021

Name: Marina G. Ramos CSBA Region & subregion #: 7A
 District or COE: John Swett Unified School District Years on board: 5
 Profession: Resources Advocate Contact Number (Cell Home Bus.): (510) 672-9462
 Primary E-mail: mramos@jsusd.org
 Are you an Incumbent Delegate? Yes No if yes, year you became Delegate: 2020

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My interest in becoming a delegate is to represent John Swett Unified School District as well as contribute to CSBA by advocating at state level for changes to policies affecting students in education. As a delegate I will continue advocating and supporting CSBA's endorsed states bills and propostions. I will continue my advocacy during State Legislative Day of Action. I will support initiatives presented to the state. I will make phone calls to the state capitol for support on state bills endorsed by our organization.

Please describe your activities and involvement on your local board, community, and/or CSBA.

My commitment to John Swett Unified School District includes, participating on community events, organizations meetings, schools events, and local government engagement. My commitment to CSBA is to keep myself inform on state bills & polycies endorsed and supported by it. To be an active member by participating in actions needed example: phone call to our politicianns and government representatives when needed. Last but not least Participate on the Legislative Day of Action.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I see a biggest challenge for districts is " Accountability" Financial Accountability from the State to school districts. Allocation of funds from general funds into Eduacation. School Distrist accross the state need more funds to meet students present needs.



Delegate Assembly Biographical Sketch Form for 2022 Election

Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA’s Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Mary Helen Rocha Date: 12/20/2021

Name: Mary Helen Rocha CSBA Region & subregion #: 7
 District or COE: Antioch Unified School District Years on board: 19 (including 4 previous terms)
 Profession: Retired Contact Number Cell Home Bus.): 925-207-7220
 Primary E-mail: maryrocha4antioch@gmail.com
 Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2020

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have been a Delegate for Region 7 for the last 2 years and would like to continue. I was a member of the 2021 CSBA conference committee held in San Diego where I was given the privilege to introduce the speakers for one of the workshops. I was also invited to be one of the three judges to select the delegate for districts that had tied delegate election results.

I also have more than 30 years of public service through elected offices as a School Board Member and City Council Member, and was the first Latina to be elected as Mayor in my city.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I completed CSBA Masters in Governance courses 1 & 2 held in February in Oakland. At the local level, I represent our Board on the School District/City Joint Committee and was a member of the committee for our LCAP Master Plan revision, which was adopted in June 2021. I also served as and AUSD Personnel Commissioner.

I am actively involved in the community with the Antioch Woman’s Club, Director at Large; GFWC Mt. Diablo District; Kiwanis Club of United Antioch; and Brighter Beginnings Community Clinic Board Member, Secretary. I also volunteer regularly at several of our schools.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Finance continues to be one of our biggest challenges especially as we continue to resolve the COVID-19 issues that have affected our student, staff, and families. The one-time funding is helpful in addressing some needs, but there are restrictions and deadlines on its use.

Districts need help addressing the challenges the pandemic has created to funding that is based on average daily attendance (ADA) as COVID-19 related absences are causing a huge decrease in ADA at the same time districts are experiencing declining enrollment.

Support is also needed in addressing the rapidly rising district-required contributions to CalSTRS and CalPERS. CalSTRS is currently at 16.92% and is expected to rise to 19.1% in 2024-25. CalPRS is currently at 22.91% and is expected to rise to 27.7% in 2024-25.

Districts also continue to need adequate funding from the Federal government for Special Education. Although funding did recently increase, it is still not sufficient to meet the program requirements for special education students.

We as School Board Members need to be the voice for our students and families as partners with CSBA and share issues from our communities in order to get support from CSBA.



Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Pauline R. Allred Date: 1/4/2022

Name: Pauline Rivera Allred CSBA Region & subregion #: 7a
 District or COE: Liberty Union High School District Years on board: 6
 Profession: Paraprofessional Contact Number (Cell Home Bus.): 925 759-1597
 Primary E-mail: Paweer2000@yahoo.com

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2019

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I was an active parent in the elementary schools, serving on the school site council and in 2011 hired as a special needs paraprofessional. My interest was sparked to become more involved and run for a school board member seat. Since my election in 2014 to the Board, two of my fellow board members have shared experiences as CSBA delegates and in 2019 I was elected to serve as a delegate. I look forward to being once again considered for delegate assembly candidate seat.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Currently serve as a President and have served as President (2017) and Clerk (2016). I work along with my Board to pass a school bond measure in 2016. I am visible and regularly attend district events. I serve on the Educational Foundation and Graduates of Distinction committees. I service my community as a member of the County Blue Star Moms Assoc. Chapter 20. My passed service was a Merit Badge Counselor for the Boys Scouts (BSA) and Downs Syndrome Connection Assoc. I attend CSBA Conferences annually as well as local CSBA offerings i.e. Full and Fair Funding and attended the Board President and Brown Act Workshops.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge I still see facing governing boards is the lack of team collaboration. Our purpose should be to work together to ensure student success by increased school funding. CSBA can support this effort by taking this challenge to Sacramento.

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

DATE: February 8, 2022

TOPIC: CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL
CHANGES

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



Keri Van de Star
Director
Human Resources



Dr. John Malloy
Superintendent

Item Number

11.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - February 8, 2022

Resignations/Retirements/Deceased

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Rose	Bright	Principal, Alternative Ed	1.000	VE/DA	01/28/22	Resignation
Liana	Wong	Counselor, High	1.000	DH	01/16/22	Deceased

2021-22 Leaves of Absence - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Amy	Briggs	Teacher, Middle	1.000	DV	01/18/22-02/01/22
Lindsey	Gilbert	Teacher, Special Ed	1.000	BV	12/13/21-05/30/22
Rachael	Hernandez	Teacher, High	1.000	DH	01/11/22-06/02/22
Amanda	Howard	TSA, MTSS Liaison	0.500	HH	01/24/22-02/06/22
Rachael	Johnson*	Teacher, High	0.600	MV	11/29/21-01/31/22
Rachael	Johnson*	TSA, High	0.400	MV	11/29/21-01/31/22
Jenna	Tooliatos	Teacher, Special Ed	1.000	CC	01/18/22-06/01/22

2021-22 Tenured Employment

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Monica	Fuller	School Psychologist	0.200	DH	07/01/22
Christina	Giannini	School Psychologist	0.100	GB	07/01/22

2021-22 Temporary Employment - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Summer	Belloni	TSA, Elementary	0.800	GL	01/10/22-06/02/22
Tara	Garrison	Counselor, Middle	0.200	VE	01/20/22-06/02/22
Ana	Ortega Sobrino	Teacher, Middle	0.500	DV	01/10/22-06/02/22
Katelyn	Shepherd	Counselor, Middle	0.200	VE	01/20/22-06/02/22

Coach Employment

<u>First</u>	<u>Last</u>	<u>Sport</u>	<u>Location</u>
Shayna	Danielsen	Varsity Stunt	MV

Non Reelects

<u>Employee</u>	<u>Effective Date</u>
17564	01/28/22

*Revised

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

DATE: February 8, 2022

TOPIC: CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL
CHANGES

DISCUSSION:

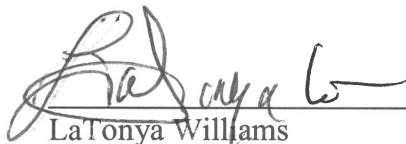
The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Classified Personnel Changes.

BUDGET IMPLICATIONS:

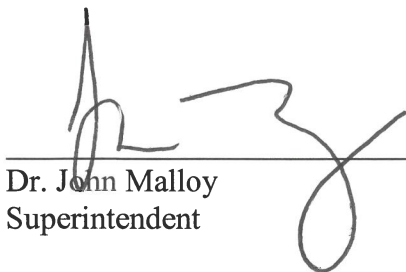
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



LaTonya Williams
Director, Human Resources



Keith Rogenski
Assistant Superintendent, Human Resources



Dr. John Malloy
Superintendent

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - February 8, 2022

Separation

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Darcy	D'Amore	Campus Monitor	DH	Retire	01/22/22
Lisa	Hatton	Human Resource Specialist-Certificated	EC	Resign	02/04/22
Leslie	Anderson	Instructional Assistant	CC	Resign	12/23/21
Lavanya	Bharathan	Instructional Assistant	CC	Resign	01/15/22
Claudia	Suen-Lin	Instructional Assistant	CC	Resign	01/22/22
Hsiao-Han	Chang	Noon Duty & Paraeducator -Classroom	BC	Resign	01/29/22
Laura	Peluso	Occupational Therapist	GL	End	01/13/22
Aaron	Wakashige	Paraeducator - Austim Specialist	DH	Resign	12/23/21
Gwen	Larriega	Substitute Employment Tech.	HR	Retire	07/01/22
Linda	Ficene	Textbook Coordinator	SR	Resign	07/01/22

Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Cole	Herley	Computer Systems Assistant	TECH	40.00	Dist.	01/12/22
Cynthia	Moe	Instructional Assistant	JB	19.75	Ext.	01/24/22
Jennifer	Rebiskie	Instructional Assistant	TC	18.00	Cat.	01/11/22
Priscilla	Kuhns	Library Media Coordinator	AL	8.00	Dist.	01/11/22
Jacqueline	Dinsley	Noon Duty Supervisor	CL	7.50	Dist.	01/20/22
Archna	Jha	Noon Duty Supervisor	QR	10.00	Dist.	01/18/22
Kirsten	Pancoast	Noon Duty Supervisor	GL	7.50	Dist.	01/11/22
Charles	Schneck	Noon Duty Supervisor	RR	7.50	Dist.	01/11/22
Sheetal Bai	Suresh	Noon Duty Supervisor	NA	8.75	Dist.	01/18/22
Namrata	Kodwani	Paraeducator - Classroom	MT	18.00	Ext.	
		and Noon Duty Supervisor	MT	6.00	Dist.	01/18/22
Emily	Lovelady	Paraeducator - Classroom	GB	19.50	Ext.	11/03/21
Michelle	Negherbon	Paraeducator - Classroom	AL	9.50	Ext.	01/18/22
Georgina	Shallcross	Paraeducator - Classroom	TC	12.00	Cat.	01/11/22
Smita	Srivastava	Paraeducator - Classroom	AL	9.50	Ext.	01/24/22
Jason	Loy	Paraeducator - Special Education	DH	29.50	Cat.	01/11/22
Honey	Cliff	School Secretary - Elementary	NA	40.00	Dist.	01/10/22
Chien-Ying	Yang	School Secretary - Elementary	CK	24.00	Dist.	01/13/22
Sandra	Plechaty	School Secretary - Secondary	CH	40.00	Dist.	01/12/22

Voluntary Transfer

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Cristina	Hernandez	Child Nutrition Assistant	IH	18.75	Dist	
		to Child Nutrition Assistant	WR	18.75	Dist	01/11/22
Amratha	Kamath	Child Nutrition Assistant	GV	15.00	Dist	
		to Child Nutrition Assistant	Rover	20.00	Dist	01/26/22
Katy	Power	School Office Assistant - Elementary	SY	30.00	Dist	
		to Secretary I, Secondary School	SR	40.00	Dist	01/18/22

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>
Humera	Mahmood	Child Nutrition Assistant to Lead Child Nutrition Assistant	Rover LO	20.00 18.75	Dist. Dist.	01/18/22
Heather	Puckett	Counselor Tech/Registrar-Middle to School Office Manager	WR WR	40.00 40.00	Dist. Dist.	01/10/22
Marilyn	Lam-Fujikawa	Library Media Coordinator to Counselor Tech/Registrar-Middle	WR WR	30.00 40.00	Dist. Dist.	01/10/22
Delia	Zavaliche	Instructional Assistant to Paraeducator - Special Education	NA PV	18.00 29.00	Ext. Cat.	01/24/22
Gary	Brown	Maintenance III to Maintenance Plumber	B&G B&G	40.00 40.00	Dist. Dist.	01/26/22
Divya	Sivaraman	Paraeducator - Classroom to Instructional Assistant	BC BC	19.50 19.50	Ext. Ext.	01/11/22

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>
Zhengping	Hou	Child Nutrition Assistant to Child Nutrition Assistant	QR QR	15.00 18.75	Dist Dist	01/26/22
Tg Amor C	Cruz	Custodian to Custodian	MV MV	30.00 40.00	Dist Dist	01/03/22
John	Jackson	Custodian to Custodian	RR RR	30.00 40.00	Dist Dist	01/03/22
Soledad	Morales-Cruz	Custodian to Custodian	LC LC	30.00 40.00	Dist Dist	01/03/22
Maria	Ramirez Saldana	Custodian to Custodian	CW CW	30.00 40.00	Dist Dist	01/03/22
Rashawnda	Robinson	Custodian to Custodian	GV GV	30.00 40.00	Dist Dist	01/03/22
Philip	Tao	Custodian to Custodian	NA NA	30.00 40.00	Dist Dist	01/03/22
Aimee	Legate	Library Media Coordinator to Library Media Coordinator	LO LO	20.00 25.00	Dist. Dist/Ext.	11/15/21

District Initiated Transfer

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Diane	Mazaroff	Paraeducator - Autism Specialist to Paraeducator - Autism Specialist	SR DA	29.50 29.50	Cat. Cat.	12/20/21
Benjamin	Duffey	Paraeducator - Autism Specialist to Paraeducator - Autism Specialist	TR DH	34.00 34.00	Cat. Cat.	01/11/22

Voluntary Leave of Absence

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>FTE</u>	<u>Fund</u>	<u>Eff Date</u>
Deanne	Helzer	School Secretary - Secondary	CH	40.00	Dist.	1/31-2/28/22

Classified Employment - Other

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Robert	Delakovias	Bus Driver Trainee	Resign	01/15/22
Ilana	Punyansky	Lifeguard	Hire	01/19/22
Hayden	Postin	Lifeguard	Hire	01/19/22
Molly	Feaver	Lifeguard	Hire	01/19/22
Salina	Polina	Lifeguard	Hire	01/21/22
Matthew	Lai	Student Worker	Hire	01/14/22
Sangeeta	Gangapurkar	Substitute Clerical	Hire	12/21/21
Karen	Archer	Substitute Clerical	Hire	12/21/21
Minerva	Melendrez	Substitute Clerical	Hire	01/11/22
Mikisha	McDowell	Substitute Custodian	Hire	01/18/22

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

DATE: February 8, 2022

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.

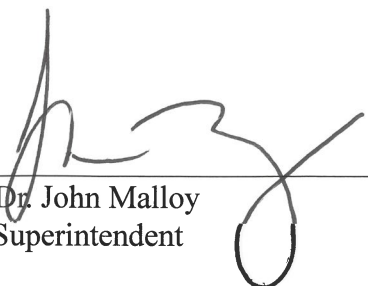
Vendor Name	Item	Amount	Funding
Ag Link	Produce Meal Service through January	\$125,000	CN
CatapultK12	New Content Mgmt System (website)	\$76,455	Tech.
College Board	PSAT 10/11 grades	\$80,000	Prof Serv - Instruction
Office Depot	3M N95 Masks	\$53,000	IPI Grant
Sunbelt Staffing	School Psychology Staffing	>\$50k	Sp. Ed.
Guerra Construction Group	Change Order for Alamo School Classroom replacement site work	\$61,718.	Measure D
Spartan Tank Lines	Increase PO for white fleet/school bus fuel	\$100,000	Transportation
Norcal Moving & Storage	Increase \$20k for moving services for TCES modernization	\$62,200	Measure D

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

BUDGET IMPLICATIONS: As stated above.



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

<p>11.3 Item Number</p>

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

DATE: 02/08/2022
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.

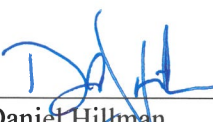
QTY	ITEM	QTY	ITEM	QTY	ITEM
1	DOOR FREEZER	392	DESKTOP COMPUTERS	80	APPLE COMPUTERS
1	STACK CONVECTION OVEN	225	APPLE LAPTOPS	53	PRINTERS
2	FLOOR SCRUBBERS	14	DVA/VHS	2	FAX
35	KEYBOARD	48	PROJECTOR	1,534	CHROMEBOOK
15	CHARGING CARTS	4	DOCUMENT CAMERAS	866	IPADS
6	TV'S	50	MISCELLANEOUS	1	MONTAGUE OVEN

RECOMMENDATION: Staff recommends approval of the items as surplus property.

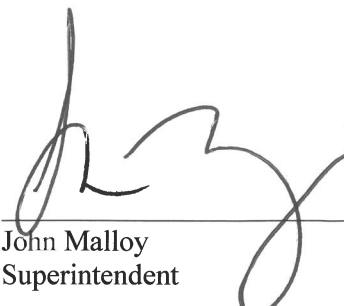
BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.



Nicole Kugler
Business Manager



Daniel Hillman
Chief Business Officer



John Malloy
Superintendent

<p>11.4 ITEM NUMBER</p>

DATE: February 8, 2022

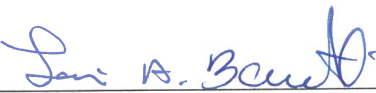
TOPIC: RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates December 2, 2021 through February 2, 2022. Detailed warrant registers are available in the District's Business Office for public inspection.

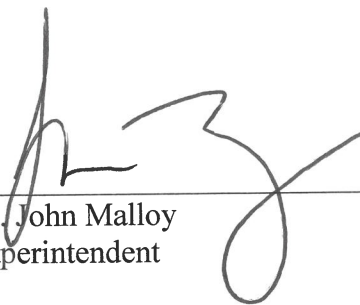
Fund Number	Fund Name	Vendor	Salary	Total
		Warrants	Warrants	
1	General Fund	8,683,307.34	14,627,712.85	23,311,020.19
5	Warrant Pass Through Fund	30,844,521.08	-	30,844,521.08
13	Child Nutrition Fund	780,088.75	150,675.55	930,764.30
21	Building Fund	3,167,905.89	53,779.27	3,221,685.16
25	Capital Facilities Fund	2,295.30		2,295.30
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	194,606.20		194,606.20
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	707,018.49		707,018.49
71	Retiree Benefit Fund			-
76	Warrant Pass Through Fund			-
77	Payroll A/P Clearing			-
	Total All Funds	44,379,743.05	\$14,832,167.67	\$59,211,910.72

RECOMMENDATION: The Administration recommends ratification of the warrants issued on the above dates.

BUDGET IMPLICATIONS: As noted above.



Lori Benetti
Director, Accounting/Payroll



Dr. John Malloy
Superintendent



Daniel Hillman
Chief Business Office

<p>11.5 Item Number</p>

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

DATE: February 8, 2022

TOPIC: CONSIDERATION OF APPROVAL OF NEW POSITION DESCRIPTION
FOR FACILITIES USE COORDINATOR

DISCUSSION:

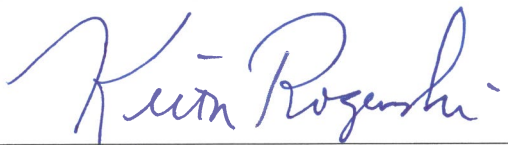
In response to a recent retirement of a Facilities Planning Analyst in the District's Facilities Department, the District and CSEA mutually identified the need to create a new classification and position description for Facilities Use Coordinator to more accurately reflect the essential functions and duties of the position. The new classification and position description, which maintains the existing salary range placement, will be used to recruit and select a new replacement employee. Additionally, one existing Facilities Planning Analyst will be reclassified as a Facilities Use Coordinator. The net result will be that the District staffs two Facilities Use Coordinators and one Facilities Planning Analyst in its Facilities Department.

RECOMMENDATION:

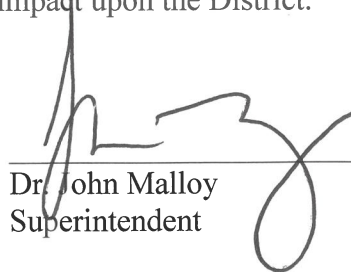
Subject to pending CSEA ratification, approve the new position description as presented.

BUDGET IMPLICATIONS:

Because the District already employs staff who perform the functions listed in this position description at the identified salary range, and no staffing increase will result from this action, the approval of this position description will have no financial impact upon the District.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

Item Number

11.6

San Ramon Valley Unified School District

Facilities Use Coordinator**Purpose Statement**

The job of Facilities Use Coordinator done is for the purpose of providing collaboration and facilitation among site administrators, school site office staff, custodial staff, facility management, and public agencies to provide community user groups with access to District facilities and grounds as provided for under the Civic Center Act.

This job reports to Assigned Supervisor.

Essential Functions

- Analyzes information regarding community needs and District facilities for the purpose of making District facilities available, providing recommendations for the use of facilities, and ensuring the integrity of District facilities for users.
- Communicates with administrative staff, municipalities, local governments, administrators and outside organizations for the purpose of coordinating activities, resolving issues and conflicts, and exchanging information.
- Responds to inquiries of staff, District personnel, public agencies, and community and program participants for the purpose of providing information and/or direction as required for coordinating activities and exchanging information.
- Coordinates and schedules District facilities for community activities for the purpose of facilitating safe and efficient use of facilities and events.
- Reviews Facility Use Applications with prospective users regarding responsibilities, collections of user fees, insurance requirements, issuance of receipts, and other required documentation for the purpose of complying with rules, regulations, practices and procedures and making recommendations as needed.
- Forecasts facility usage information/data for the purpose of providing information and making recommendations.
- Performs annual review of facility rental fees for the purpose of making recommendations and adjustments to the fee schedule.
- Reviews and maintains the Facilities Use website and various documents, files, and records for the purpose of providing up-to-date reference materials and information.
- Manages the process of District facilities available for rent for the purpose of meeting the needs of the community while ensuring compliance with established guidelines.
- Participates in meetings (e.g. staff, community groups, administration, etc.) for the purpose of conveying and gathering information required to perform functions.
- Coordinates employee coverage for opening and closing of facilities during non-operational times for the purpose of facilitating safe and efficient events at rented District facilities.
- Researches a variety of work-related topics for the purpose of meeting the needs of the community while ensuring compliance with relevant requirements.
- Reconciles accounts, processes payments, makes deposits, bills user groups for damages resulting in additional charges, pursues past due bills and reconciles custodial timesheets for the purpose of ensuring compliance with established guidelines.
- Calculates fee adjustments and responds to changes in applicant use requests for the purpose of ensuring compliance with established guidelines and maintaining accurate records.
- Resolves issues and discrepancies related to facility use fees for the purpose of communicating with potential users.
- Notifies prospective users of approval or denial of usage requests, verifies dates, times and special requests, and collects fees in a timely manner for the purpose providing access to District facilities and complying with District policies and procedures.

- Receives and processes visitors for the purposes of facilitating communication and providing customer service

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; communicating with diverse groups; preparing and maintaining accurate records; and planning and managing the use of school facilities.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include pertinent codes, policies, regulations and/or laws; local government administration and budgeting; geographic information; systems applications, Civic Center Act and pertinent computer software applications.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Ability is required to work independently and in a team environment. Ability is required to provide quality customer service in situations that can sometimes be stressful. Ability is required to provide good written and oral communication skills, Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work environment and/or priorities; adhering to safety practices; being attentive to details; meeting deadlines and schedules; working with frequent interruptions; and working under time constraints.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience: Job related experience with increasing levels of responsibility is required. Minimum three years' experience working in customer service with demonstrated ability to work and communicate professionally, verbally and in written form and three years of experience using complex excel spreadsheets and database systems. Direct experience in rental coordination and knowledge of District databases is preferred.

Education (Minimum): High school diploma or equivalent. Education equivalent to two years of college is preferred.

Required Testing

None Required

Certificates and Licenses

Valid Driver's License

Continuing Educ. / Training

District Mandated Training

Clearances

Criminal Background Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

Revised Date

Salary Grade

Range 16

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

DATE: FEBRUARY 8, 2022

TOPIC: CONSIDERATION OF APPROVAL OF FIVE NEW COURSE PROPOSALS – AP 3D ART & DESIGN; EMPOWERING ENTREPRENEURS; HISTORY OF BASEBALL; INTERNATIONAL CUISINE; IT SUPPORT, CERTIFICATION & TRAINING

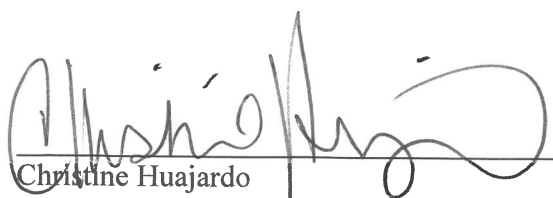
DISCUSSION:

Process for the Adoption of New Courses: The process that individual teachers or sites must go through to get a new course approved is quite rigorous. When a teacher first develops an idea and outline for a new course they must first get the approval of a variety of stakeholders at the site including their department chair, the administrator that oversees the department, the principal, and the counseling department. Once all of these individuals approve the course, it moves on to the secondary principals. This year we discussed the new course proposals twice with principals. They were first given an overview of the proposed courses and asked to read through each of the proposal documents thoroughly. Several weeks later we discussed each course, at length, in order to determine whether or not these were something that all principals could support. Once the principals chose which courses to approve, the proposals went to the Educational Services meeting where the assistant superintendent, TK-12 directors and others discussed the wider implications of adopting these particular courses. The courses that pass this vetting process go to the Superintendent's Cabinet for discussion before moving on to the Board for final approval. At any step along this process courses can - and do - get declined based on a wide variety of factors. Only the courses that have been truly vetted by a variety of stakeholders make it to the Board for approval.

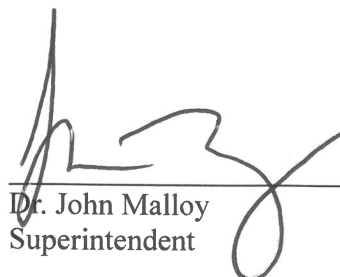
Continued on next page.



Debra Petish
Director, Curriculum and Instruction



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

11.7

Item Number

Preview of New Course Proposals, February 8, 2022 continued:

UC Approval. None of the courses below has been UC approved yet. If the courses get approved by the Board, we then send a detailed outline to the UC system in order to get their approval. Sometimes they approve it on the “first try” but they could also send it back for multiple revisions. Ultimately, if a course does not get UC approval, it could still go into our course catalog because it has been adopted by the Board. However, it would be clearly stated that it is not UC approved and we would anticipate very few students, if any, signing up for the course.

High School Course

AP 3D Art & Design – This college preparatory course is designed to provide an opportunity for advanced art students to complete a portfolio and earn AP/college credit for works created in 3D media. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas of the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, process, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. The estimated start-up cost is \$75.00 per student for materials. Funding will be provided through donations. *Two semesters. This course can be used to satisfy one year of Fine Arts credit.*

Empowering Entrepreneurs – This college preparatory course is designed to create a Business pathway and to empower entrepreneurial literacy among high school students through a project-based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors. There are no new costs associated with this course. *Two semesters. This course can be used to satisfy one year of Applied Arts credit.*

History of Baseball – This college preparatory course examines the role that America’s favorite sport has played in shaping our society, breaking gender stereotypes, and examining prejudice - racial & religious - from multiple aspects.. There is no estimated start-up cost associated with this course. There are no new costs associated with this course. *One semester. This course can be used to satisfy one semester of Social Science credit.*

International Cuisine – This college preparatory course is changing focus to integrate international cuisine into Culinary 2. International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. There are no new costs associated with this course. *Two semesters. This course can be used to satisfy one year of Applied Arts/Electives credit.*

IT Support, Certification & Training – This semester-long, non-college preparatory course is designed to expand career path opportunities for students. Throughout the semester, students will navigate through a variety of modules where, upon completion, they will earn a Grow with Google certification in technical support fundamentals. There are no new costs associated with this course. *One semester. This course can be used to satisfy one semester of Electives credit.*



**San Ramon Valley Unified School District
New Course Proposal for High School Curriculum
(Step 1 of New Course Proposal Process) - All fields required**

New Course Course Name Change Only (complete this page only)

Submitting School(s):

New Course Title: AP 3-D Art and Design		<input type="checkbox"/> Honors		<input checked="" type="checkbox"/> AP		<input type="checkbox"/> ROP								
This course replaces course #:		Previous Course Title:												
For School Year: 2022-23		Grad requirement:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted Grade: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input type="checkbox"/> 10								
Non Academic: <input type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes <input type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input type="checkbox"/> No								
Prerequisite(s) for this Course: Ceramics 1, Ceramics 3														
Co-Requisite(s) for this Course:														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input checked="" type="checkbox"/>	Fine Arts	070	<input type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input type="checkbox"/>	Social Science	030	<input type="checkbox"/>	Applied Arts	060	<input type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input checked="" type="checkbox"/>	Fine Arts	K	<input type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)		<input type="checkbox"/>	Mathematics (c)		<input type="checkbox"/>	World Language (e)		<input type="checkbox"/>	Electives (g)				
<input type="checkbox"/>	English (b)		<input type="checkbox"/>	Lab Science (d)		<input checked="" type="checkbox"/>	Visual/Performing Arts (f)							
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				If Yes, how much: \$75.00										
Start-up cost including books, materials, equipment: \$0				Funding Source:										
Annual reoccurring costs for the course: \$0				Funding Source:										

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Andrew Williams	SRVHS		12/15/21
Department Chair:	Chad Cochran	SRVHS		12-15-21
Counselor:	Jen Levy Wendt	SRVHS		12/15/21
Department Admin:	Whitney Cottrell	SRVHS		12.15.21
Principal:	Whitney Cottrell	SRVHS		12.15.21
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE: AP 3-D Art and Design
NEEDS STATEMENT/NEEDS ASSESSMENT
a) What need does this course/program fulfill that cannot be met by existing courses/programs? Currently there is no way for student artists who work with sculprtual materaisl to be involved in the AP programs.
b) How was this need determined? (Include data and documentation collected.) The courseis not available in the district ctalog.
EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM
a) What groups of students and how many will be impacted by the change? There is general student interest in signing up for Ap 3-D at SRVHS. If avaaialable, we can assume there will be more at the other HS sites.
b) What special skills, training, experience, and/or credential will be required of the instructor? AP Training for 3-D Art and Design
c) What affect will this proposal have on staff assignments? Ceramics 1 and 3 are currently offered at all HS. Staffing curently exists for those courses so they woul be able to teach AP 3-D.
SUSTAINABILITY
a) How is this course sustainable over time? Typically, low enrollment in an AP Art course means those students are combined with similar courses. Ex. Art 5/Ap 2-D Desing combo. This would result in an AP 3-D Art and Design/Ceramics 3 combo section.
COURSE/PROGRAM COST - Cost Neutral courses will be given priority
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) Cost neutral
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) Cost neutral
c) Capital Outlay. (Include machines, computers, remodeling space, large items.) Cost neutral
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) Cost neutral
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) Cost neutral
f) List funding sources that will be used to pay for the above costs.

New Course Proposal Course Outline - High School Curriculum Continued

Department:	VAPA		
Course Title:	AP 3-D Art and Design		
Grade Level:	11-12		
Course Length:	Year		
Credits:	10		
Prerequisites/Guidance Information:	Ceramics 1, ceramics 3		
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
(1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one ' s work.			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
Make works of art and design that demonstrate 2-D, 3-D, or drawing skills. Make works of art and design that demonstrate synthesis of materials, processes, and ideas. Identify, in writing, materials, processes, and ideas used to make works of art and design.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
Adding Ap 3-D Art and Design complies with the Mission Statement of SRVUSD, specifically, "...by providing a continuously improving educational program which encourages all our students to discover the joy of learning..."			
Compliance with State Framework(s): (Which ones, and in what way?)			
Adding Ap 3-D Art and Design complies with the with the State Framework, specifically, "...use at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work;..."			

SIGNATURES

Prepared by: _____

Date: _____

Principal Approval: _____

Date: _____



San Ramon Valley Unified School District
New Course Proposal for High School Curriculum
 (Step 1 of New Course Proposal Process) - All fields required

New Course Course Name Change Only (complete this page only)

Submitting School(s): DVHS

New Course Title: Empowering Entrepreneurs		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input checked="" type="checkbox"/> ROP								
This course replaces course #:		Previous Course Title:												
For School Year: 22-23		Grad requirement:		<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No								
Weighted Grade:		<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No										
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester		<input checked="" type="checkbox"/> Year								
Credits:		<input type="checkbox"/> 5		<input checked="" type="checkbox"/> 10										
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE:		<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No								
NCAA:		<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No										
Prerequisite(s) for this Course: Introduction to Business and Entrepreneurship														
Co-Requirement(s) for this Course:														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input checked="" type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input type="checkbox"/>	Social Science	030	<input checked="" type="checkbox"/>	Applied Arts	060	<input type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input checked="" type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)	<input type="checkbox"/>	Mathematics (c)	<input type="checkbox"/>	World Language (e)	<input checked="" type="checkbox"/>	Electives (g)							
<input type="checkbox"/>	English (b)	<input type="checkbox"/>	Lab Science (d)	<input type="checkbox"/>	Visual/Performing Arts (f)									
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$										
Start-up cost including books, materials, equipment: \$				Funding Source:										
Annual reoccurring costs for the course: \$				Funding Source:										

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Andrew Cardiasmenos	DVHS	<i>[Signature]</i>	12/7/21
Department Chair:	Terry Musiel <i>Teri</i>	DVHS	<i>[Signature]</i>	
Counselor:	Rajni Nijjer	DVHS	<i>[Signature]</i>	12/17/21
Department Admin:	Bob Spain (CTE)	DVHS	<i>[Signature]</i>	12/7/21
Principal:	Evan Powell	DVHS	<i>[Signature]</i>	12/7/21
List Other Schools' Department Chairs Who Have Been Contacted:	N/A			

FOR DISTRICT OFFICE USE ONLY

District Approvals		CRS #
		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE: Empowering Entrepreneurs
NEEDS STATEMENT/NEEDS ASSESSMENT
a) What need does this course/program fulfill that cannot be met by existing courses/programs? There is no advanced business class for students. This will create a CTE business pathway
b) How was this need determined? (Include data and documentation collected.) Need to create a business pathway was determined by student interest in FBLA. Because FBLA is a CTSO, without a business pathway, students are not eligible to compete in FBLAs events.
EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM
a) What groups of students and how many will be impacted by the change? Approximately 25 -30 students will take one section of this class yearly.
b) What special skills, training, experience, and/or credential will be required of the instructor? CTE credential. Current teacher has a CTE credential
c) What affect will this proposal have on staff assignments? None
SUSTAINABILITY
a) How is this course sustainable over time? Due to the high interest in the FBLA / Entrepreneurship, upper level students will want to take this course in order to be CTE business pathway completers
COURSE/PROGRAM COST - Cost Neutral courses will be given priority
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) 1 teacher
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) 1 textbook
c) Capital Outlay. (Include machines, computers, remodeling space, large items.) none
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) Textbooks 30 X \$86.75 and 1 TE (Approx \$2700) Textbook is: Entrepreneurship: Ideas in Action Updated, Precision Exams Edition \$86.75 #9781337904698
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) Initial textbook cost, nothing after that.
f) List funding sources that will be used to pay for the above costs. DVHS

New Course Proposal Course Outline - High School Curriculum Continued

Department:	Vocational Applied Art / CTE electives		
Course Title:	Empowering Entrepreneurs		
Grade Level:	11-12		
Course Length:	Year Long		
Credits:	10		
Prerequisites/Guidance Information:	Intro to Business and Entrepreneurship		
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
This course is designed to empower entrepreneurial literacy among high school students through a project- based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors.			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
At the completion of Empowering Entrepreneurs students will successfully apply concepts regarding the human characteristics (collaboration, communication, creativity, and critical thinking) vital for entrepreneurial thinking in a 21st century global world. The units in this course were aligned to the Common Core State Standards, and the Career & Technical Education standards			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title: Entrepreneurship Ideas in Action	Author: Greene, Cynthia L.		
Publisher: South-Western CENGAGE Learning	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
Instructor assessments on individual and group projects / participation in class.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
Deep Learning and Innovation			
Compliance with State Framework(s): (Which ones, and in what way?)			
CTE Pathways / 12 Essential Elements of a High-Quality College and Career Pathway			

SIGNATURES

Prepared by: 

Date: 12/7/21

Principal Approval: 

Date: 12/7/21

Empowering Entrepreneurs

Length of Course: 2 semesters, 1 school year

Subject Area: CTE Industry Pathways: Marketing, Sales & Services and Business and Finance

Grade Levels: 11, 12

Course Level: Concentration

Labor Market Demand: High

Is this course industry certified? No

CSU/UC: Approved for "g" elective credit

Course Overview

This course is designed to empower entrepreneurial literacy among high school students through a project-based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors. At the completion of Empowering Entrepreneurs students will successfully apply concepts regarding the human characteristics (collaboration, communication, creativity, and critical thinking) vital for entrepreneurial thinking in a 21st century global world. The units in this course were aligned to the Common Core State Standards, and the Career & Technical Education standards.

Unit 1 – Entrepreneurship, 4 weeks

This unit will cover the fundamentals of entrepreneurship and explore the role it plays in business development and the economy. Students assess their personality type and link it to their personality portrait and identify parallels to entrepreneurial characteristics in writing. Students will analyze and interpret the traits needed to succeed in entrepreneurship. Students will read and research, define, identify and evaluate the specific entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking. Students will research and identify barriers, successes and failures of entrepreneurs, with the intent of hypothesizing the importance of resilience. Students research "What it takes" to be an entrepreneur to investigate the evidence that shows how the United States and California have been historical entrepreneurial leaders. Ownership structures of various businesses will be analyzed and evaluated for their pros and cons.

Key Assignments:

- Students will contact an entrepreneur and conduct an interview. The interview questions will be created by the class, compiled, and used by each team. There will be flexibility for students to add additional questions into their interview. The interview will be recorded with current audio or video technology or by hand, and a summary will be completed. The summary will be presented to the class upon completion. Students will apply a key component of the interview to their future in entrepreneurship, and provide a paragraph synopsis of this application.
- Students will analyze and create a bubble map of a characteristic that they possess to be an entrepreneur, based on the two articles listed below. This assignment will help the students analyze, critique, and explore their own entrepreneurial skills and characteristics.
- Students will work in teams to create and design a poster on the advantages and disadvantages of entrepreneurship, and the advantages and disadvantages of different ownership structures in different sectors of business.
- Students will select an entrepreneur and complete a research project. They will write a 2 page paper on their entrepreneur and give a 3-5 minute multimedia presentation to the class. The paper and presentation should include name, age, upbringing, current and past residences, education/business experience, galvanizing/important events in their life, interesting facts, and current/projected influence on the economy.

Course Resources Specific to Unit 1

- Personality Test Used to determine personality type of students.
- Personality Type Portraits Used to decode the personality type of students.

Unit 2 - Developing a Business Plan, 4 weeks

Teams of students will demonstrate an understanding of the elements and purpose of the different components of a business plan. Teams will formulate and revise the necessary terms, components, and sections needed for creating a professional business plan. Teams will draft a mission statement and statement of purpose, construct core values, and create a vision statement. Teams will compare and contrast sample business plans with the goal of identifying strengths and limitations. Throughout the year students will amalgamate these components and elements of a business plan in a finished product. Teams will finalize their business idea and name, which will be the driving factor in business plan creation.

Key Assignments

- Students will collaborate to analyze, collect, and extrapolate their understanding of market research through campus survey's to draw conclusions regarding public perception of their business idea and name. The findings will be summarized in a one page write-up which will solidify their understanding of public perception with regards to their business and idea.
- The team of students will brainstorm, analyze, and formulate their business idea. Components will involve name, initial logo, purpose, mission, and model. A basic plan will be developed, which discusses the purpose of their business and the problem it will solve. The idea will be presented to their peers through a multimedia presentation. The presentation will begin to prepare them for their final presentation, promote strong communication skills, and allow evaluation of successful presentation components. Verbal feedback will be provided to each group following a question and answers session after each presentation.
- Teams of students create a live document spreadsheet that identifies the major components and categories of a finished business plan. Students will be evaluated on their creation of a timeline of completion dates for each section, team member responsibilities, and space for notes/ideas/brainstorming. The document will be backed-up in a minimum of 2 alternate locations, to promote good technology use habits. Students will complete large amounts of work and the back-up process can help to minimize the chance of lost data.
- Teams will utilize an online website creator/host to begin the online marketing process. The business name, mission, and purpose will be updated. The website will be modified throughout the course as new information is gathered and compiled. The marketing unit will modify and adapt their business image.
- Students collaborate and analyze their business in the terms of short (1 to 2 years), medium (2-4 years), and long (5-10 years) term goals. Teams create 2-3 pages detailing their goals and how they impact business direction. This analysis will aid students in understanding timing in business goals. These goals will help in the creation of the business plan.

Course Resources Specific to Unit 2

- College Entrepreneurship business plan templates. Spreadsheet. Text Editor.

- Finished business plan examples.

Unit 3 - Creativity & Innovation, 6 weeks

Students will analyze the concepts of creative flow through teaming: communication plus collaboration creates synergy (C+C=S). The students will develop creative thinking skills applicable to entrepreneurship. Students apply the concepts of the creative process designing potential innovative products and/or services. Students synthesize various creative strategies, building confidence in their own ability to problem solve. The students will critique the nature of failure and why negative outcomes build core resiliency skills. Students analyze the concept of synergy in the 21st century workplace. Students analyze individual intrinsic motivation, thereby creating passion-based solutions. As we evolve into the 21st century, globalized, knowledge-based, high-tech world the concepts of passion-based creativity skills are necessary for students to thrive and compete in the workplace.

Key Assignments:

- "Yes and...": Starting the creative flow
- Communications: Giving and getting the message
- Active Collaboration: Working with your strengths to build synergy
- Mini Project 1: "Looking into your World--Observing People Communicating"
- Project 2: Developing a Product
- Project 3: Addressing a need--using your passion to determine and develop your idea/solution

Summary:

Mini Project 1: "Looking Into your World--Observing People Communicating"

Students will work in team, conducting a two-day field research observing non-verbal communication and ineffective learning strategies. The parameters of the research include observing twenty observations in a public place, recording five different communication scenarios. They will then synthesize their findings with the team, creating a PowerPoint to share with the class. This research culminates in an oral presentation analyzing and critiquing their findings as they apply concepts of formal, oral communication skills.

Project 2:

Students, working in teams, design a floor plan, synthesizing their collaborative ideas using the link: <http://www.floorplanner.com/> This exercise allows the students to apply the concepts of collaborative, creativity strategies as well as defining requirements for the startup costs for their financials.

Project 3:

Students will continue working in teams to apply the concepts of active collaboration and communication by assembling a prototyped model. In teams, students will critique the design ideas, and issue revisions for improving the prototyped model. In addition, students will develop possible marketing scenarios for the use(s) of a finished prototype.

At the end of the process students will reflect and assess their individual and team efforts.

Culminating Project

Students will design and create their own product prototype. Students will use an iterative development process to refine their prototype for use as the lead-in to the other units that are used to develop the final business plan.

Course Materials specific to Unit 3:

- "7 Habits of Highly Effective Teens"., Sean Covey--The book is used to apply the concepts of this unit which enables the students to draw conclusions on the abstract concepts of creativity and innovation

Unit 4 – Management & Leadership, 6 weeks

The goals of this unit are to challenge students to understand and incorporate effective management and leadership characteristics as they develop their business ideas. Students develop their creative problem solving skills, set long and short term goals and learn to motivate future employees to accomplish the organization's objectives and goals. In this course, students analyze the four management functions: planning, organizing, directing (staffing) and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style. Students identify and analyze ethical and socially responsible opportunities available to them. Students connect SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals to strategic, tactical, operational and contingency goal setting. Finally students examine the effect of technology as they develop their management plan for using their business idea.

1. Planning - Students analyze the concepts of effective management planning. Students assess their individual business idea by planning their organization's goals and creating a realistic, detailed plan of action for meeting those goals. Students' management plan incorporates strategic, tactical, operational and contingency plans in their business ideas.

Students read and analyze the traits of a successful entrepreneurship leadership traits. Students critique the main leadership theories--autocratic, democratic and laissez-faire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using the textbook and Internet sources as reference material. Students design a plan to build their high-level teams based on strengths and skills needed for each position. Students incorporate SMART goals to set strategic, tactical, operational and contingency goals for their business ideas.

2. Coordinating and Organizing - Students explore and design the most efficient layout for their business ideas. Students determine how many managers and

employees needed to efficiently run their businesses. Students formulate hierarchical management structures best suited for their business idea. Students develop a customer service and training plan for their business idea. Included in the customer service plan are strategies for empowering managers and employees. Students construct the physical assets necessary to operate their business, including office buildings, stores, manufacturing equipment, computers and office furniture.

3. Staffing (Leading & Directing) - Students investigate staffing as it involves fulfilling the organization's structure through proper and effective selection, appraisal and development of the personnel to fill the roles assigned to the students' businesses. Students create job descriptions, compose staffing manuals for new employees, and develop orientation and training programs for their business idea. Students develop job enrichment plans which include decision making and problem solving and employee motivation to keep employees engaged. Students develop termination strategies for downsizing and for termination. Students also describe and illustrate the advantages to demonstrating high ethical and socially responsible behavior in their businesses. Students prove high ethical behavior has a positive effect on moral and their businesses bottom line.

4. Controlling- Students apply the concepts of setting and measuring standards to verify the organizational goals are met. Students investigate inventory control systems to determine the best system for their business ideas. Students explore the international standards available and determine if these international standards are valuable to their businesses. Students develop inventory control strategies to measure the deviation of actual performance from the standard performance, and create a plan for identifying and correcting any deviations.

Key Assignments:

- **What Makes a Great Leader:** Students will identify characteristics of leadership by researching the lives of great American leaders. Students critique two web sites on the great entrepreneurs. Students formulate a hypothesis of the top ten traits that these great entrepreneurs demonstrated. In small teams, students analyze their assigned entrepreneur identifying the top ten traits of their entrepreneur. In addition students apply the entrepreneurship traits to their own lives connecting examples to the great entrepreneur. Small groups share with the class their findings. As a closing activity, students write a response to one of the following assessment questions: a) Which character trait do you think was most helpful for your leader and why? b) Which of the leadership traits do you possess? c) How might you use these leadership traits in your future career?
- **SMART Goals:** Students start by prioritizing a list of business tasks. These tasks include the four areas of planning; strategic, operational, tactical and contingency planning. Instructor led discussion on the prioritizing and setting of SMART goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely. In small groups, students compose SMART goals for one of the four types of planning, strategic, operational, tactical or contingency planning. After sharing their SMART goals with the class, individually students create one SMART goal in each area

of planning as related to their own business idea. Students discuss their SMART goals with their small group. Students critique and then revise SMART goals as needed.

- MLA paper analyzing the four functions of management: Using the key terms for this unit, students will compose a two-to-three page typed paper describing the planning, organizing, directing and controlling aspects of management. In addition students will analyze and connect the four functions of management to your business idea. When completing their paper, students will cite the textbook and provide two appropriate web sites to prove their analysis.

Course Resources Specific to Unit 4

- Entrepreneurship: Owning Your Future, NFTE (Network for Teaching Entrepreneurship), Mariotti and Towle, 11th Edition, 2010, Pearson Education, Inc.
- Small Business Management: An Entrepreneurial Emphasis, Longnecker, Moore, Petty, et al. 13th Edition, 2006, South Western.
- Contemporary Business, Boone & Kurtz, 14th edition, Wiley.

Internet Resources Specific to Unit 4

- NBC News top 10 Greatest Entrepreneurs:
<http://www.nbcnews.com/id/5519861/ns/business-smal...>
- Who are the Greatest America Entrepreneurs Ever?
<http://www.forbes.com/sites/realspin/2013/11/03/wh...>
- Build Your Management Team: <http://www.entrepreneur.com/article/83618>

Unit 5 – Marketing, 9 weeks

Marketing is the process of creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying exchange relationships with customers in a dynamic environment. Students will create a skills and personality index to determine their preferences and abilities and where they might be best applied within the marketing process. Students will be prepared with a foundational knowledge base essential to practice industry standard skills. Students will work in small groups and collaborate in the development of marketing concepts from idea to reality. They will utilize the Internet to research current competitive products and build an environmental assessment, or SWOT (Strengths, Weakness, Opportunities, and Threats) analysis. By visiting consumer markets and analyzing product placement, product packaging, and in-store promotional materials, students will connect theoretical concepts to actual market practices. Marketing involves developing and managing a product that will satisfy customer needs. By utilizing primary research strategies, like focus groups, and online surveys, students can analyze consumers' wants and needs to clarify their specific target market. Students will utilize database technology to collect, store, analyze and report findings for decision support. Students will apply spreadsheet skills to create financial analysis to predict appropriate pricing models to determine break-even points and return-on-investment percentages. These activities--product, distribution, promotion, and pricing--are known as the marketing mix because marketing managers decide what type of each element to use and in what amounts. Students will

demonstrate media literacy by creating images, in a graphic design software application, that identify their brand. They will incorporate those images into a series of video productions that deliver their branding message. Mentors within the marketing community will visit the classroom and discuss their experiences in applying the previously discussed marketing theories.

Key Assignments

- **Marketing Your Product:** Step 1, students will create a product brand recognition strategy by designing product names, logos and packaging for a brand of their choice. Step 2, students will assume the role of a marketing director. The company is going to launch your product. But before, the student must analyze and explain the 3 steps to creating brand equity and how to apply these concepts to the new design creation. The creative process will visually prove a student's understanding of the importance of ensuring quality of products and services. The creative process will analyze factors marketers' use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle, and purchasing functions.
- **Sales and Marketing Campaign -** Students will work in small collaborative groups to design a comprehensive Sales and Marketing Campaign. First, students will read instructional materials about goal setting techniques. Students will formulate SMART (Specific, Measurable, Attainable, Realistic, Time based) objectives for at least six activities that construct their campaign. Next, they will examine and analyze existing print, TV, and web advertisements. Then they will demonstrate an understanding of product and institutional promotion by creating advertising vehicles like magazine advertisements, publicity/public relations events, promotional sales materials, and mock-ups of e-commerce websites. Software applications like Photoshop, Dreamweaver and Windows Moviemaker will be used to create student artifacts. Additionally, students will analyze whitepapers developed by Huthwaite, Inc. to gain an understanding of professional sales techniques that they will apply in a final role-play presentation. To prove their understanding of the Huthwaite process, students will develop role-play scripts that demonstrate their understanding of consultative selling techniques and the 8 step sales process. They will differentiate whether they need to develop a retail style pre-approach and closing strategy, or if they require an approach designed for a longer sales cycle in a business-to-business relationship.
- **Key Assignment 3: Marketing Plan -** Demonstrate an understanding of marketing objectives, strategies and tactics by creating a comprehensive effective marketing plan. Students will search and read existing marketing plans written in a formal business style. Students will synthesize their knowledge of the seven functions of marketing: product, pricing, promotion, distribution, marketing information management, finance and sales management into an integrated document that contains images, charts and graphs which support their plan. Students will participate in Toastmasters International to develop public speaking skills. Then they will create a multimedia presentation to consolidate and deliver the information to an interested audience. The role-play audience will consist of potential investors who have the willingness and authority to offer start-up funds. Marketing Mix, Pricing Strategies, Personal Selling & Customer Service, Buying Decisions, and Social Media Marketing. Students Design: website, logo, slogan, advertisements for unit project, product prototype.

Unit 6 – Financials, 6 weeks

Students will analyze the financial concepts for formulating wise financial decisions when starting a business. They will research, create and analyze all the financial factors that are involved, from personal finances to operating a business. They will identify startup costs and research sources of capital. Students will also project and analyze annual and monthly business income and expenses. As a project and part of business plan, they will design and apply concepts for developing a sound financial plan

Topics:

- Determining personal net worth
- Estimating business start-up costs & product cost
- Understand sources of equity capital
- Understand sources of debt capital
- Be able to prepare pro-forma cash-flow, balance sheet, and profit-loss statements
- Understand the basics of Accounting
- Explain the importance of keeping accurate accounting, payroll, bank and tax records
- Determine valuation of your company

Key Assignments:

- **Construct A Financial Plan:** Students will use the information they have been compiling to develop a financial plan for their business. Students will interview banking professionals to determine the elements necessary for their plans. Student will include the personal budgets and product cost analysis they have calculated, in addition, they will prepare a balance sheet and income statement to develop the financial plan. Students will create a brochure or produce a video to present their financial plan.
- **Personal Budget:** Students will be able to examine forms of record keeping involved with budgeting and cash management thus summarizing how a budget will change throughout their life cycle. Students will be able to summarize how a budget will change and how unexpected events can drastically change their lives. Student will use an excel workbook to create a monthly budget of their own, having a positive saving income every month. They will present to the class illustrating through the use of charts so students can connect and draw conclusions.
- **Cost Analysis for Product and Service:** Students will research fixed and variable costs when developing a project or service. Students will use an excel workbook to define and calculate fixed and variable costs of the product/service, thus understanding the concept of what is the break-even point and how do they calculated the formula to establish a price for their product/service. They will either work in pairs or individually making a presentation to the class on proving their outcomes. Students will also present to EAB (Employee Advisory Board)

Members who have developed a business of their own and be open to product evaluation and critique.

Course Materials specific to Unit 6:

- Sources: USC Marshal School of Business (MBA Students Visit LAUSD schools – with a program), UCLA
- Anderson School of Business, Boston Young Entrepreneur Challenge 2015, Junior Achievement
- Partnership for 21st Century Skills, Consortium for Entrepreneurship Education, Strategizes (Business Model Canvas ©, Value Proposition Design), Harvard I-lab Entrepreneurship 101.
- Entrepreneurship "Owning Your Future" 11th Edition
- Accounting Made Simple: Accounting Explained in 100 Pages or Less.
<https://www.cteonline.org/cabinet/file/bc978375-b6...>

Unit 7 - Business Plan / Culminating Unit - Final Project - Weeks TBD

This unit serves as the culmination of the course as it finalizes the business plan and incorporates the marketing plan, SWOT, and financials that were previously completed and analyzed. Preparations for a “Shark Tank-like” presentation similar to the television show will begin. Students design and create a multi-media presentation.

Students will finalize their business plan, print, and prepare for presentation.

Composition of an executive summary, action plan, and exit strategy will be the focus of evaluation. With the addition of the financials and marketing sections throughout the course, the business plan will be nearing completion.

Key Assignments:

- Shark Tank - This project is designed around the TV hit show Shark Tank. Students will apply the concepts they have been working on the entire year and they will compete against each other for investor startup funds. There are 4 main parts to this project

Students will vote for the business viewed as most likely for investment. The winning team will receive an A for this section.

- Shark Tank Application A realistic representation of information they will need to be familiar with before presenting their business:
- Virtual Business Resource Co-Op Source for writing each section of the business plan.
- Weebly Free platform to create an online blog, website, or store.
- Colorado Leeds School of Business, Business Plan Templates
- bplans- sample business plan for students to review

Course Materials

Course Textbook: Entrepreneurship Ideas in Action (5e). 2012. South-Western CENGAGE Learning; Greene, Cynthia L.

Additional Resources:

- Sample Rubric and Judging Criteria
- Personality Test Used to determine personality type of students.
- Glencoe Marketing Essentials © 2012 ISBN-13: 978-0078953125. Glencoe's NEW Marketing Essentials covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and global marketing
- Personality Type Portraits Used to decode the personality type of students.
- SWOT Analysis
- Surveys through Survey Monkey



San Ramon Valley Unified School District
New Course Proposal for High School Curriculum
(Step 1 of New Course Proposal Process) - All fields required

New Course Course Name Change Only (complete this page only)

Submitting School(s): Del Amigo

New Course Title: History of Baseball		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP								
This course replaces course #:			Previous Course Title:											
For School Year: 2022		Grad requirement: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Weighted Grade: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Year		Credits: <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10										
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
Prerequisite(s) for this Course: None														
Co-Requisite(s) for this Course: None														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input checked="" type="checkbox"/>	Social Science	030	<input type="checkbox"/>	Applied Arts	060	<input type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input checked="" type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)		<input type="checkbox"/>	Mathematics (c)		<input type="checkbox"/>	World Language (e)		<input checked="" type="checkbox"/>	Electives (g)				
<input type="checkbox"/>	English (b)		<input type="checkbox"/>	Lab Science (d)		<input type="checkbox"/>	Visual/Performing Arts (f)							
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						If Yes, how much: \$								
Start-up cost including books, materials, equipment: \$						Funding Source:								
Annual reoccurring costs for the course: \$						Funding Source:								

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Justin Orozco	DA	 <small>Justin Orozco (Feb 2, 2022 11:55 PST)</small>	Feb 2, 2022
Department Chair:	Stephanie Caporusso	DA		
Counselor:	Alissa Kruse	VE	 <small>Alissa Kruse (Feb 2, 2022 12:00 PST)</small>	Feb 2, 2022
Department Admin:	Stephanie Caporusso	DA		
Principal:	Stephanie Caporusso	DA	 <small>Stephanie Caporusso (Feb 2, 2022 11:56 PST)</small>	Feb 2, 2022
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE: History of Baseball
NEEDS STATEMENT/NEEDS ASSESSMENT
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs? This course is an elective history class- the History of Baseball. Several of the students are interested in baseball and this will allow them to add an additional elective class.</p>
<p>b) How was this need determined? (Include data and documentation collected.) The Reach program is currently limited in the number of electives it has to offer. They currently have Art, Culinary and Creative Writing. The students are in the program for multiple years and would like to participate in additional classes. For the Reach Program, this class can be completed over two quarters. (Each of their quarters counts as one semester). In a traditional high school, it will count as a 1 semester class.</p>
EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM
<p>a) What groups of students and how many will be impacted by the change? The Reach program is our Counseling Enriched program on the Del Amigo Campus. There are currently 22 students, with a maximum cap of 24 students.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor? The teacher proposing the course currently teaches all levels of history for the class. The History of Baseball is a class that he personally took in high school and he has been working with his former teacher to put together a syllabus and class for this campus.</p>
<p>c) What affect will this proposal have on staff assignments? This will not change any assignment.</p>
SUSTAINABILITY
<p>a) How is this course sustainable over time? This course would most likely be offered every two years as an additional elective. The students in the Reach program are unable to attend a traditional high school campus and miss the class opportunities that are available to traditional students.</p>
COURSE/PROGRAM COST - Cost Neutral courses will be given priority
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) This class would not cause any personnel changes. The current social studies teacher would be teaching the course. Our classes change every quarter and it would be added into the rotation.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) Baseball a film by Ken Burns \$50 Baseball- An Illustrated History by Geoffrey Ward \$39.49 (3 copies) Total cost for supplies: \$170</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.) None</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) To purchase three text books and one DVD the cost if \$170. The teacher has found numerous free online supplements for the course.</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) There are no reoccurring costs.</p>
<p>f) List funding sources that will be used to pay for the above costs. School site funds can be used to purchase these items.</p>

New Course Proposal Course Outline - High School Curriculum Continued

Department:	Social Studies		
Course Title:	History of Baseball		
Grade Level:	all high school		
Course Length:	1 semester		
Credits:	5		
Prerequisites/Guidance Information:	none		
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
The History of Baseball examines that role America's favorite sport has played in shaping our society, breaking gender stereotypes, and examine prejudice- racial and religious- from multiple aspects.			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
<small>Women In Baseball https://ca.pbselearningmedia.org/resource/women-in-baseball-gallery/ken-burns-baseball-video-gallery/kenburnsclassroom/ Content Standards (7) US.8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). CS.2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. WH.10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. US.11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society. US.11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. US.11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women. US.11.11.3</small>			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title: Baseball: An Illustrated History		Author: Geoffrey Ward	
Publisher: Knopf		Copyright: September 21, 2010	
Title:		Author:	
Publisher:		Copyright:	
Supplemental Material:			
Title: Baseball: A Film by Ken Burns		Author: Ken Burns	
Publisher: PBS		Copyright: January 2, 2012	
Basis for Student Evaluation/Grading:			
Students will be graded based on class projects and papers.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
This course focuses on deep learning and expanding the student knowledge from what they view as traditional baseball. They will look at the Negro League, The Jewish League, Women's League, and the impact these league had on society, history, and the economy. It will show that there are more sides to baseball than being " just a game" . This billion dollar industry has had a lasting impact on our society and the history of the United States.			
Compliance with State Framework(s): (Which ones, and in what way?)			
<small>Women In Baseball https://ca.pbselearningmedia.org/resource/women-in-baseball-gallery/ken-burns-baseball-video-gallery/kenburnsclassroom/ Content Standards (7) US.8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). CS.2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. WH.10.8.6</small>			

SIGNATURES

Prepared by: Justin Orozco (Feb 2, 2022 11:55 PST)

Principal Approval: Stephanie Caporusso (Feb 7, 2022 11:56 PST)

Date: Feb 2, 2022

Date: Feb 2, 2022

Baseball & American Culture: Course Topics, Scope, and Overview

1. America's National Pastime
 - a. Idea of a national past time
 - i. Heroes, history, hope
 - ii. Shaped with society and democracy
 - iii. Myths, memories
 - b. Baseball Mythology
 - i. Walt Whitman
 1. Connects game with our national character
 2. Offers people a counterpart to their lives
 - ii. Mark Twain
 1. Baseball catches the essence of our changing country
 - iii. Jacques Barzun
 1. Baseball resonates, hits a nerve
 - iv. Branch Rickey
 1. Baseball could make you forget segregational boundaries
 - v. A. Bartlett Giamatti
2. Emergence of The New York Game
 - a. Rules of the New York game
 - i. Foul lines, played in inner cities, how to set boundaries
 - ii. 9 innings, 3 outs to end an inning
 - b. Civil War
 - i. Break from war to play, built camaraderie, and helped spread the game
 - c. Professionalism
 - i. Became a job to make lots of money
 - d. Early Problems
 - i. Gambling, throwing games
 1. Hurts the game's reputation
 - e. Race
 - i. Racism and segregated practices taking place in society as well in sports
 1. Negro leagues, and prohibitions became firm
 - a. Line in the sand forbidden to be crossed
 - f. Revolving vs. Reserve Clause
 - i. Revolving: players can basically play wherever they chose to play
 - ii. Reserve clause: permanent connection of a player to a team
 1. Player can only go where team allows him to go while under contract
 - g. Early Stars
 - i. Cap Anson: 1st base, Chicago Black Stockings, refused to play against African Americans
 1. Cap Anson credited for Jim Crowing of Baseball
 - ii. King Kelly: first 10,000\$ man, catcher, slugger, and labor clashing
 - iii. Kid Nichols: pitcher, Boston Braves, Hall of Famer, and top 10 in win totals

- h. Jim Crow Baseball
 - i. Fleet Walker, Bud Fowler, and Frank Grant
 - 1. African players who were prohibited from playing organized baseball for 6 decades
 - i. The Proselytizers
 - i. Baseball missionaries, spreading the gospel of baseball
 - 1. Henry Chadwick, coined the phrase "Nation Pastime", considered the "Father of Baseball Stats"
 - 2. Albert Spalding, took a team to play baseball all around the world, and wanted to spread his business

3. Labor Strife and The Black Sox

- a. The reserve clause and the brush classification plan with a salary cap
 - i. Brush classification plan: players were paid depending on location
 - ii. Reserve clause, quit or take cash
- b. Brotherhood of professional baseball players demands....
 - i. Abolition of classification system & reimbursement
 - ii. No lower salaries
 - iii. Selling of Players
 - iv.

1st Players union	3 year contracts
16 member senate	Split profits
No reserve system, blacklisting	Banned sunday games, beer
Revenue sharing	50 cent tickets

- c. The National Agreement
 - i. Anarchists vs. National Agreement
 - 1. Capped annual salaries at 2,400\$
 - 2. Team salaries 30,000\$
 - 3. Reserve system
 - 4. Rosters reduced from 15 to 13
 - 5. Blacklists

d. Scientific/Inside Baseball

e. More Baseball Wars

i.

gambling	prejudices
Fan and player prejudice	Syndicate baseball

f. The National Agreement of 1903

- i. Reserve clauses
- ii. Creation of the world series between the 2 last teams

- g. Baseball's origins
 - i. Chadwick vs. Spalding
 - ii. The Mills Commission
 - 1. Spalding says started in America
 - 2. Mills commission determines:
 - a. Abner Doubleday, war general, credited for creating the game
 - h. Continued extolling of "the greatest of all games.... The grand national game"
 - i. Baseball stadiums: concrete and steel
 - i. 1909 capacity: 23,000
 - ii. 1912 capacity: 35,000
 - j. Deadball era
 - i. Ty Cobb and Honus Wagner
 - ii. Walter Johynson and Christy Matthewson
 - iii. John McGraw and Connie Mack
 - k. The Federal League, 1914
 - i. Comes and goes, increased stars salaries
 - l. WW1: Work or fight
 - i. Statement issued by Newton B. Baker
 - 1. "Considered baseball not an essential ob during wartime"
 - m. The 1919 Chicago White Sox and the Fix
 - i. White sox were favored dover the reds in the series
 - 1. Earlier fixed and Arnold Roesthein
 - a. Hall Chase, manager who went to the team, bringing fixes with him
 - 2. Charles Comisky
 - a. Didn't pay players enough, influencing the fix
 - 3. 1919 World Series
 - 4. The Black Sox
 - a. 8 total players indicted
 - 5. Judge Kennesaw Landis: The Commissioner
 - a. Federal Judge that went after smaller players for larger punishments as opposed to letting superstars off
4. Blackball & Judge Landis
- a. The Commissioner
 - i. Not very supportive of blacks in baseball
 - ii. Enforces Jim Crow laws
 - b. Rube Foster
 - i. Founded the Blackball League
 - c. Civil War- Reconstruction Amendments
 - i. 13th, 14th, and 15th amendments
 - ii. Immunity, equal rights, suffrage
 - d. Counter Reconstruction
 - i. Violence against african americans

- ii. Start of white racist terrorist groups
 - e. Early Black Baseball players
 - i. Moses Fleetwood Walker, Bud Fowler
 - 1. Played integrated baseball
 - f. Cap Anson
 - i. Wanted baseball to encourage segregated practices
 - g. Segregated Baseball
 - i. African Americans created black teams everywhere
 - h. The Black Bourgeoisie
 - i. Intellectuals leading assault against racist practices
 - i. Early 20th century baseball
 - i. People making and playing on black teams were part of the Black Bourgeoisie
 - j. Sol White
 - i. One of the first famous black players
 - ii. Philadelphia Giants
 - k. Rube Foster and Blackball
 - i. "Colored Baseball" wrote by Sol White
 - ii. Created his own team, the Leland Giants in 1909
 - l. Black Stars and Black Teams
 - i. John Henry "Pop" Lloyd, Jose Mendez, and Oscar Charleston
 - ii. Black teams
 - 1. Effa Marley, female owner of a black baseball club
 - m. Post War Riots
 - i. 1919 Chicago Race Riots
 - n. The New Negro
 - i. Harlem Renaissance
 - ii. They didn't want to overthrow the government
 - iii. They are dissatisfied with their treatment
 - 1. They wanted to improve these institutions
 - o. The Negro Leagues
 - i. First all star game in 1933
 - ii. Created the organized Negro National League
 - p. Racism and Judge Landis
 - q. WWII
 - r. The Aftermath
 - i. Jim Crow strikes out, the Wichita's
5. Depression Baseball
- a. Anti-Semitism in the United States
 - i. Fault of rowdyism
 - b. Jewish Athletes
 - i. Benny Leonard, Nat Holman, Benny Friedman, Andy Cohen
 - c. The Young Hank Greenburg
 - i. Son of Romanian immigrants

- ii. Lived in a jewish neighborhood before moving to the bronx
 - iii. Yankees offered him a minor league contract
 - 1. But the Detroit tigers ended up signing him
 - iv. The Detroit Tigers & Hank Greenberg
 - 1. Played every single game in a season
 - 2. Legend of this era
 - 3. 1941 Hank was inducted into the Army
 - a. December 5th, released from service
 - b. After the attack on Pearl Harbor, he walked away from baseball again and went back into the army
 - i. Served in the military for a total of 4 ½ years
 - 4. First jewish player to enter the baseball hall of fame
 - d. The Economic Collapse
 - i. 25% unemployment
 - ii. Players had to take large salary cuts
 - e. Right Wing Aggression
 - i. Fascist Italy, Japanese Militarists in Manchuria, German Nazis
 - f. Mack's Athletic's & Gashouse Gang
 - i. Branch Rickey put together a Farm System in St. Louis
 - g. The New York Giants
 - h. Night Baseball
 - i. Fascism in Europe
 - j. Sluggers
 - i. Another Yankee Dynasty (McCarthy, Gherig, and Dimaggio)
 - k. Munich and Kristallnacht
 - i. Rounding up of Jews in Europe and placing them in concentration camps
 - l. Father Coughlin
 - m. Cooperstown
 - i. 1936 was the first class of Hall of Fame Inductees
6. Wartime
- a. The Greenburg Example
 - i. Controversies, re-draft status, and deferment
 - b. American Firsters
 - c. 1941 Season
 - i. Ted Williams
 - 1. Last player to date to finish a season batting over .400
 - a. Actual batting average was .406
 - ii. Joe Dimaggio
 - 1. The all time record for the most consecutive games with a hit (**56)
 - d. Post Pearl Harbor
 - i. No unemployment
 - e. Baseball and The US Military

- i. Bob Feller, Joe Dimaggio, Ted Williams, Stan Musual, Yogi Berra, Warren Spahn, Hank Greenburg
 - f. Baseball on the Homefront
 - g. MLB Sacrifices
 - i. Elmer Gideon died in combat
 - h. The Stars Returned
- 7. Crusade Against Jim Crow Baseball
 - a. Black Sports Icons
 - i. Jesse Owens
 - ii. Joe Lewis
 - iii. Satchel Paige
 - b. Lester Rodney and the Daily Worker
 - i. States that Jim Crow baseball laws were un-american
 - c. Continued Denial by Big League Management
 - d. Wendell Smith enters The Fray
 - i. Condemned the “gentlemen's agreement”
 - 1. Owners and commissioner, agreed to not hire any african american athletes to be a part of the game
 - e. Junior College Legend
 - i. Jackie Robinson
 - 1. The “Black Jim Thorpe”
 - f. Organized Baseball
 - g. The Brown Bomber
 - i. Joe Lewis, Sargent, influenced many including Jackie Robinson
 - 1. Lieutenant Jackie Roosevelt Robinson
 - h. The Negro Leagues in a Time of War
 - i. Challenging Baseball's Color Lines
 - i. The New Commissioner
 - i. 1944 Judge Landis Dies
 - 1. New Commissioner named Happy Chandler from kentucky
 - j. Momentum Builds
 - i. NYC Mayor Fiorello Guardia created a Committee
 - k. The Signing
 - i. Branch Rickey signed Jackie Robinson to the Brooklyn Dodgers
 - 1. Historic meeting, 1st contract of an African american in sports in the 20th century
 - 2. Rickey liked Jackie because he was looking for someone who was strong mentally and emotionally
 - a. He had to be able to endure slurs, and have the will to not fight back
 - l. Jackie and Rachel Robinson
 - i. Jackie's spouse Rachel dealt with everything that her husband had to go through
 - m. The Montreal Monarchs

- i. Negro League team were Jackie leads the league in batting average, and lead the Monarchs to the Triple A World Series
 - 1. Branch Rickey chose to send Jackie to Montreal because racial tensions were not as bad there
 - n. The MacPhail Report
 - i. Larry MacPhail put out a report warning of what Branch Rickey was doing
 - 1. Claimed that it threatened the financial institution of baseball
 - o. Pushing Back
 - i. After Montreal, Jackie began competing to make the Dodgers
 - ii. Dixie Walker, Pee Wee Reese stood up for Jackie and refused to sign a petition stating that “they would not play with Jackie”
 - 1. They did not care about the color of his skin, all they knew was that the man could play ball
 - p. Jackie Robinson joins the Dodgers
 - i. Another Pioneer
 - 1. Became the first african american player in an american league professional sport
 - a. Following Jackie came players like Larry Doby
 - b. Then Satchel Paige was drafted, and became the oldest person to ever win the rookie of the year award
 - q. Boys of Summer
 - i. Was the nickname given to the Brooklyn Dodgers team, also known as the “Boys of Flatbush”
 - ii. Walls came tumbling down
 - 1. Allowing more African American baseball players to join the league
- 8. New York Dominance
 - a. The Age of Dimaggio
 - i. Joe Dimaggio from the SF Bay Area, specifically Pittsburg, CA
 - ii. Great Italian Ballplayer
 - 1. 56 game hit streak, 13 year career, and appeared in 10 world series winning 9 of them
 - iii. Played for the San Francisco Seals, and was a top Major League prospect
 - 1. However, an ankle injury dropped his draft stock
 - a. He is 1 of 3 of his siblings to have played professional baseball
 - iv. America’s obsessed with Joe’s hit streak, served as a distraction for turmoil happening during world war 2
 - 1. Dimaggio goes into the military, but never sees combat
 - v. Joltin Joe and Marilyn Monroe
 - b. The Mexican League
 - i. Created by Jorge and Bernardo Pasquel (Brothers)

1. Offered big contracts to players who would play in the mexican league
 - ii. Sal Maglie, pitcher for the New York Giants & the mexican league
 - iii. League threatened the MLB & the unionization of ballplayers
 - c. Broadcasters and Sports Writers
 - i. Mel Allen, Russ Hodges, Monte Irvin, Red Barber
 - d. Classic Stadiums
 - i. Yankee Stadium, Ebbets Field, Polo Grounds
 - e. The Color Barrier Continues to Collapse
 - i. Branch Rickey held back on signing all the new african american stars so other teams could have a shot at signing them
 - f. New York Dominance
 - i. From 1949 to 1958 a team from New York played in the world series every season
 - g. Casey in the Dugout
 - i. Casey Stengel lead the Yankees to 7 titles
 1. 5 straight pennants and world series win
 - h. Mickey and Willie
 - i. Mickey Mantle and Willie Mays became the new figures after the Dimaggio era ended
 - i. The Shot heard "Round The World"
 - i. Bobby Thompson won the pennant for the Brooklyn Dodgers
 - j. The Yankee Streak
 - i. Mickey Mantle
 1. Considered the greatest switch hitter in baseball history
 - ii. A ditch in the outfield injured Mickey Mantle
 - k. The Say Hey Kid
 - i. Willie Mays
 1. 1954, he was "the best player in the game", Mays himself said that "I was the best player he ever saw"
 - l. The Last of the Boys of Summer
 - i. 1955 the Brooklyn Dodgers win the world series finally
 - ii. Brooklyn Dodgers repeated again with another pennant win in 1956, but ended up losing the world series
9. Expansion Westward
- a. Jackie Robinson would have been traded to the NY Giants
 - i. But retired after 10 years before leaving the Brooklyn Dodgers
 - b. Backdrop
 - i. Congressman Emmanuel Seller of New York
 - c. From Boston to Milwaukee
 - i. 2 teams, Red Sox and the Braves
 - d. From St. Louis to Baltimore
 - e. Demand for Baseball great in LA and SF
 - i. SF voters had already approved bonds to build a big league stadium

- ii. LA readied to do so as well
 - 1. With two teams moving to the west coast, transportation was cheaper
 - f. From Philadelphia to Kansas City
 - g. From Brooklyn to LA
 - i. Ebbets Field
 - 1. City inspectors required emergency fixes to retain occupancy permit
 - 2. The overtaxed electrical system was especially troublesome
 - 3. Ebbets Field had a lack of space, and only fit 32,000, and had a lack of sufficient parking
 - 4. The new media of TV is viewed as a threat and an opportunity
 - h. From NYC to SF
 - i. In new york an old crumbling stadium, with little parking, and a real concern about the surrounding neighborhood
 - 1. Secured a 30 year lease on a new \$8 million dollar stadium
 - a. Did not have to pay rent for extended postseason games or if they hosted an all-star game event
 - i. From Washington DC to Minnesota
 - i. The Washinton Senators became the Minnesota Twins
10. 1960's: A Changing Game
- a. A New League
 - i. Shared TV and game revenues
 - ii. Fair player draft
 - iii. Franchises in non-major league cities
 - b. Baseball Attendance
 - i. 1958 baseball attendance was down to 17 million per season, from 21 million in 1946
 - 1. National league Game attendance average: 16,500 per game
 - 2. American League game attendance Average: 11,800 per game
 - a. Ballparks were crammed, lacked sufficient parking, and were in decaying neighborhoods
 - c. Manifesto, By Branch Rickey, February of 1959
 - i. More boys playing
 - ii. Demographic growth
 - iii. Airplanes reduced travel time
 - iv. Fair competition within the new league format
 - v. Ways to obtain players through: purchase, the draft, or signed from free agency
 - d. Rules for Expansion
 - i. The new league required 8 teams
 - ii. Full data on team finances
 - iii. Aggregate population of 15 million
 - iv. Ballparks had to have a minimum of 25,000 seating capacity

- v. Balanced 154 game schedule
 - vi. Accept an mlb minimum salary
 - vii. Accept other MLB rules, re-player contracts
 - viii. Participate in a pension plan
 - e. Baseballs previous self destructiveness
 - i. Early baseball wars
 - ii. Black Sox scandal
 - iii. Jim Crow ball
 - iv. Resistance to expansion
 - v. Collusion against free agency
 - f. Further MLB Expansion: From the Angels and the New Senators, to the Royals, Pilots, Expos, and the Padres
 - i. 16 teams implemented east of the mississippi river
 - ii. Reserve clause and territorial rights
 - iii. Imbalance of resources (New York Yankees compared to the Pittsburgh Pirates, Washington Senators, and Kansas City Athletics)
 - iv. MLB Attendance Declined 20% from 1949-1959
 - v. Minor leagues decline
 - g. Another Yankee Dynasty
 - h. The New California Teams: The Dodgers and the Giants
 - i. America's New Team
 - i. St. Louis Cardinals
 - j. Latino's
 - k. Bob Feller and Ted Williams Campaign
 - l. The Sluggers
 - i. Stan Musual and Ted Williams
 - m. Pitching Dominance
 - i. Sandy Kofax, Bob Gibson
11. Labor Strife & Free Agency
- a. The Reserve Clause
 - i. The financial results of the past season proved that salaries must come down. The expenses of many of the clubs had far exceeded their receipts, attributable wholly to high salaries
 - 1. Quoted by William Hubert, 1879
 - b. The Players League
 - i. Players Protective Association 1900
 - 1. Re-Reserve Clause
 - c. Fraternity of Professional Baseball Players of America
 - d. The Federal League
 - i. Federal Court
 - e. The American Players Guild of 1946
 - i. Lead by Robert Murphy
 - 1. Minimum salary of \$7,500
 - 2. Right of negotiating to call upon an arbitrator

- 3. Contracts could not be one sided
 - 4. concessions
 - f. The Gardella case
 - i. Danny Gardella
 - g. Congress and Toolson
 - h. Early Union Efforts
 - i. Contrasting Opinions
 - i. The Case of Curt Flood
 - j. Work Stoppages
 - k. Strikes & Lockouts
 - l. Collusion
 - m. Revenue Sharing
 - i. Leads to more legal battles
- 12. Steroids, Commissioner Selig, and Sabermetrics
 - a. Post 1994 baseball Strike
 - i. Fallout in attendance and revenues
 - 1. Baseball strikes lowered attendance and lead to labor disputes
 - b. Major League hitting and home runs
 - i. Hitter friendly ballparks
 - ii. Improved video technology
 - iii. Harder bats made of maple and dipped in lacquer
 - iv. Ability to pitch inside was diminished
 - 1. Diluted pitching
 - 2. Shrunken strike zone
 - v. Tighter balls and lighter bats
 - 1. Averages of 40 home run hitters per baseball team, per year since 1924, has increased dramatically
 - a. Not uncommon to see 40 home run hitters today per season
 - vi. Home run craze and the steroid era
 - 1. Brought back a lot of popularity to the sport
 - c. Baseball, Drugs, and Record Breaking
 - i. Amphetamine use has risen, since testing for steroids has become more prevalent
 - ii. The game had better audiences during the steroid era
 - iii. Doc Ellis, Pittsburgh Pirates pitches a No-Hitter on LSD
 - d. Cooperstown and Steroids
- 13. Globalization and the National Pastime
 - a. Statistical Overview
 - b. Growing the Game: Alan M. Klein
 - i. Three Tiers:
 - 1. Baseball mature and well known
 - 2. Game somewhat less developed
 - 3. Only tentative footing

- a. MLB responsible for generating foreign revenue for team owners
- c. Baseball Crisis
 - i. Commissioner Bud Selig
 - 1. Revenue sharing, the centralizing of internet assets, inter-league play, and the wild card playoff spot
 - 2. Problems:
 - a. Eclipsed in popularity, widening fan base, and disparity gaps between small market and big market teams
- d. Kansas City Royals: Small Market prototype
 - i. Kansas City Royals baseball academy 1970-1974
 - ii. Allard Baird
- e. Los Angeles Dodgers: Big Market prototype
 - i. Large television market: 25 years, 8.3\$ Billion dollar TV deal
 - ii. Dodgers most cosmopolitan team in baseball
 - iii. Los Angeles Dodgers
 - 1. From jackie-mania to Sandy-mania, to Fernando-mania, to Nomo-mania, and beyond
 - 2. Dodgers international presence
 - a. Campo Las Palmas, Dominican republic
- f. Asian Market
 - i. Japanese Players: Ichiro, Shoehei Ohtani, Chan Ho Park, hideo Nomo
 - ii. Japan:
 - 1. American players began going to Japan and succeeding there
 - 2. The "working agreement"
 - 3. US-Japanese player contract agreement of 1967
 - 4. MLB games in Tokyo
 - 5. Samurai Bears
- g. Dominican republic
 - i. David Ortiz, Roberto Clemente, Yasiel Puig, etc.
- h. Baseball Academics
 - i. The Busscones
 - 1. Scouts that looked for players in the dominican republic to join these baseball academics
- i. Continuation in Globalizing the MLB



**San Ramon Valley Unified School District
New Course Proposal for High School Curriculum
(Step 1 of New Course Proposal Process) - All fields required**

New Course Course Name Change Only (complete this page only)

Submitting School(s): Dougherty Valley HS

New Course Title: International Cuisine		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input checked="" type="checkbox"/> ROP								
This course replaces course #:			Previous Course Title:											
For School Year: 22-23		Grad requirement:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Weighted Grade:								
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10								
Non Academic: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE:		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	NCAA: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
Prerequisite(s) for this Course: Culinary 1														
Co-Requisite(s) for this Course: NA														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input checked="" type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input type="checkbox"/>	Social Science	030	<input checked="" type="checkbox"/>	Applied Arts	060	<input checked="" type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input checked="" type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)			<input type="checkbox"/>	Mathematics (c)			<input type="checkbox"/>	World Language (e)			<input checked="" type="checkbox"/>	Electives (g)	
<input type="checkbox"/>	English (b)			<input type="checkbox"/>	Lab Science (d)			<input type="checkbox"/>	Visual/Performing Arts (f)					
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						If Yes, how much: \$ TBD								
Start-up cost including books, materials, equipment: \$ N/A						Funding Source: Ed Fund								
Annual recurring costs for the course: \$ N/A						Funding Source:								

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Dave Offerman	DVHS	<i>[Signature]</i>	12/3/21
Department Chair:	Terry Musiel and Azine D	"	<i>[Signature]</i>	12/3/21
Counselor:	Rajni Nijjer	"	<i>[Signature]</i>	12/3/21
Department Admin:	Bob Spain (CTE)	"	<i>[Signature]</i>	12/3/21
Principal:	Evan Powell	"	<i>[Signature]</i>	12/3/21
List Other Schools' Department Chairs Who Have Been Contacted:	NA			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE: International Cuisine
NEEDS STATEMENT/NEEDS ASSESSMENT
a) What need does this course/program fulfill that cannot be met by existing courses/programs? Changing focus to integrate international cuisine into Culinary 2
b) How was this need determined? (Include data and documentation collected.) Class Surveys of Culinary 1 and 2
EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM
a) What groups of students and how many will be impacted by the change? None
b) What special skills, training, experience, and/or credential will be required of the instructor? Non - currently completely credentialed and CTE credentialed
c) What affect will this proposal have on staff assignments? None
SUSTAINABILITY
a) How is this course sustainable over time? International Cuisine will increase interest on campus and create more enrollees.
COURSE/PROGRAM COST - Cost Neutral courses will be given priority
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) Dave Offerman
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) No additional supplies needed. Have supplies based on existing course.
c) Capital Outlay. (Include machines, computers, remodeling space, large items.) None
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) None
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) None
f) List funding sources that will be used to pay for the above costs. ROP, Perkins, CTE

New Course Proposal Course Outline - High School Curriculum Continued

Department:	Vocational Applied Arts		
Course Title:	International Cuisine		
Grade Level:	11-12		
Course Length:	Year long		
Credits:	10		
Prerequisites/Guidance Information:	Culinary Arts 1		
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
<p>International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique conditions caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.</p>			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
Instructor assessments on individual work and participation in class.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
Falls within CTE course frameworks as the class exists at the county level. Also falls under Deep Learning and innovation			
Compliance with State Framework(s): (Which ones, and in what way?)			
Falls within CTE course frameworks as the class exists at the county level			

SIGNATURES

Prepared by: Bob Spain *[Signature]*

Date: 12/3/21

Principal Approval: Evan Paul *[Signature]*

Date: 12/3/21



Hospitality, Tourism and Recreation International Cuisine Curriculum

Approved by the Contra Costa County Board of Education September 7, 2011
California Career Technical Education Standards Included

www.cocoschools.org/rop

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Contra Costa County
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Pamela Comfort, Ed.D.

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Vikki J. Chavez

ROP Curriculum
Lindi Huntsman – Chair
Jim Nolte
Linda Hanson

A Publication of the Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523
(925) 942-3368

ROP**MISSION STATEMENT**

ROP provides innovative Career Technical Education to students to prepare them for challenging careers, post-secondary education, and lifelong learning.

PROGRAM GOALS

The goal of the program is to develop students' academic and technical skills, preparing them to:

- Develop academic, technical and interpersonal skills
- Secure employment
- Upgrade skills
- Enter advanced career-technical training
- Pursue college-related courses

COURSE TITLE: ROP International Cuisine

CBEDS TITLE/NO.: Food and Hospitality Services – 4420

JOB TITLE and O*NET CODE: 35-2021.00- Food Preparation Workers

51-3011.00 – Bakers
 35-2014.00 – Cooks, Restaurant
 35-1011.00 – Chefs and Head Cooks
 35-3031.00 – Waiters and Waitresses

INDUSTRY SECTOR: Hospitality, Tourism, and Recreation

PATHWAY: Food Service and Hospitality Pathway

I. COURSE DESCRIPTION

International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country's geography and climate, traditions, taboos and social mores, unique conditions caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.

Prerequisites: Culinary Arts, Food I, or other Consumer Family Studies Foods-related courses
 ROP students must be a least 16 years of age, or Junior or Senior.

Hours: Student may receive up to 180 hours of classroom instruction

UC/CSU: This course is certified by the University of California as an "a-g" course in the "g-Elective" category for Contra Costa County ROP. *High schools must include this course on their own "a-g" list in their annual on-line update through the UC Web site.*

Credit: 10 units

Academic Credit: Elective credit given at each high school upon completing course with passing grade.

II. COURSE GOALS:

Upon completion of the course, students will be able to:

1. Identify the characteristics of a regional cuisine
2. Prepare regional cuisine from each of the areas studied in this course
3. Identify the foods, ingredients, climate and agriculture associated to a world cuisine
4. Describe and identify a culture's relationship that exists between food and society
5. Understand techniques and equipment used in food preparation

COURSE CONTENT:

This course is a global exploration that teaches the use of traditional tools, techniques, and foods found in ethnic cuisines. This is a two semester (year) course that begins in Asia and circumnavigates the world ending in the Americas.

This course is divided into six learning modules that include:

- Asian and Pacific Island cuisine (6 Weeks)
- Indian subcontinent cuisine (6 Weeks)
- African and Middle Eastern cuisine (6 Weeks)
- European cuisine (6 Weeks)
- Fusion cuisine (6 Weeks)

Each of the six units will include the following 4 components:

- A historical introduction to the region that includes: geography, climate, agriculture that impacts the food sources of this culture
- Social and cultural influences on the cuisine
- Study of the tools, equipment, and technologies in a cultures' food diet
- Application and student cooking lab demonstrating acquired skills and knowledge of the cuisine

Each unit includes a written assessment and lab evaluation

Instructional Format of International Cuisine Course:

This is an academic year course that is organized around a 5-day week schedule of:

- 3-Days allocated to academic instructional activities
- 2-Days allocated for culinary lab activity

COMPETENCIES AND SKILLS

Upon completion of the course, the student will:

- Understand the breadth and value of the international cuisine to the food service and hospitality industry
- Understand the principles of safe and sanitary food handling
- Understand the use of equipment and technology in international cuisine
- Understand the role of cultural values in the preparation of ethnic foods
- Understand the preparation skills used by bakers, chefs, and caterers
- Understand the skills needed to perform the planning and preparation of ethnic cuisines
- Exhibit critical and creative thinking, logical reasoning and problem-solving skills
- Understand culinary terminology unique to each region studied
- Understand migration of foods via historical wars, religion, conquer and exploration
- Examine careers in the culinary and hospitality pathway

School-wide Learner Outcomes (SLOs) for ROP

1. Demonstrate effective skills in oral and written *communication*.
 - o Speak clearly using professional and industry-specific terminology
 - o Develop appropriate listening, speaking, and presentation skills
 - o Use technology to enhance communication
 - o Read and comprehend industry-related material
 - o Write effectively in a variety of different formats
2. Demonstrate *job skills* and the behavior and work ethic valued by employers.
 - o Use technology to enhance work performance
 - o Acquire industry-specific competencies
 - o Meet occupational safety standards
 - o Demonstrate appropriate business ethics and etiquette
 - o Identify short-term and long-range career goals
 - o Demonstrate organizational skills such as goal setting and time management
3. Demonstrate the ability to be critical, complex, and creative *thinkers*.
 - o Brainstorm and discuss ideas with others
 - o Access resources and organize information
 - o Process and apply knowledge to new situations
 - o Demonstrate problem-solving, computational, and research skills
4. Work productively both as individuals and as *team members*.
 - o Demonstrate initiative and resourcefulness
 - o Brainstorm and collaborate with others
 - o Demonstrate the ability to assume a leadership role
 - o Give and receive constructive feedback

III. COURSE OUTLINE**Unit 1 – Overview of International Cuisine**

1. Food Service and Hospitality Industry Awareness
 - a. Interests, aptitudes and skills necessary to succeed in industry
 - b. Education and training requirements; résumé preparation
 - c. Impact of industry on state economy
 - d. Careers in the industry
2. Safety Regulations and Emergency Procedures
 - a. Safe work habits – preventing accidents
 - b. Basic first aid: choking, burns, cuts
3. Sanitation and Food Handling
 - a. Sanitary procedures for food handling, equipment and storage
 - b. State and local health regulations
4. Tools, Utensils, Appliances, and Equipment
 - a. Proper use and care of knives, other tools and utensils

- b. Proper use and care of appliances and equipment
- c. Technical terms for products and equipment
- d. Sanitary maintenance of workstation

1.1. Introduction

This unit introduces the course, establishes the common threads to be explored in this course, and the guidelines for lab practices and safety food handling and course procedures.

Students will be introduced to cuisines from countries around the world with a focus on geographic, cultural, and historic influences that shaped food patterns. In this unit students will explore and define culture.

- Students will discuss the significance of the phrase: “You are what you eat” and “You eat where you are”. In a class discussion students will brainstorm how the availability of food ingredients is a determining factor in what we, or a culture consumes.
- Students will also discuss the phrase: “A bizarre food to you is just another everyday snack food for someone else living on another planet.” In setting up the guideline for this course, students will develop an appreciation for valuing cultures that are different than our own experiences.
- Students will define the component of culture: country of birth, housing, language, lifestyle, the arts, literature, architecture, ethnicity, and customary beliefs, social norms, race and religion, are some of the characteristics used to describe a culture.

Common Threads throughout the Course

This course includes hands-on cooking labs for the students. In these labs, students are expected to learn and improve upon their culinary skills. Each is built with an instructor, peer, and student self-assessment component.

Lab Assignments

Each unit is accompanied with required “hands-on” food/cooking labs. The labs for each unit are listed under the heading of “Key Assignments.” Each lab is graded by the instructor and by a student self-assessment.

Each lab to include completion of the Lab Evaluation Form and peer review based on the following criteria:

- Texture
- Appearance
- Flavor
- Ingredients measured correctly?
- Ingredients added in the right order?
- Were the correct techniques used to prepare the ingredients?
- Was the correct cookware used?

Food Cost Analysis

Food cost and understanding the financial impact on a business is a critical element to a successful culinary business or home budget. Each unit includes the following cost analysis activity. Students will use these cost analysis to evaluate to compare and contrast activities in subsequent units. Students will use these cost analysis in the last unit of this course.

- Reteach and review with students the process of cost analysis of a meal. Review the process and walk through several examples.
- Identify a recipe and complete recipe cost worksheet accounting for:
Recipe ingredients, amount required, price per item, amount in store container, cost computation, total ingredient cost.
- Review formula: Total Recipe cost + Number of Servings = Cost Per Serving
- Cost analysis of meal includes: Soup or Salad, Entrée, Dessert item

Unit 2- Asian Cuisine and Culture

This instructional unit begins the world tour in which students will be introduced to the geography, a historical overview, and study of social and cultural influences that shaped the culinary diet and customs of Asia and the South Pacific Islands.

2.1 Philippines and Japanese Island Culture

In this unit an emphasis is placed on the geography of the Philippines and Japan. Both countries are island nations and economies. Students will examine these geographic locations to examine how the physical/geographical environment is defined by both limitations and opportunities of island-based economies. Key topics to discuss include:

- Identify the geography and impact being an island economy has on the food supply and availability of ingredients
- Describe the impact and influence on non-indigenous people on the Philippines and Japan
- The history and role of Spanish and American occupation, and the Asian (Chinese) influence on Philippine cuisine
- Commonalities and differences between an island nation like Japan and mainland country Asian cuisines

2.1.1. Philippine Flavors and Specialties

Introduce and identify Philippine foods and ingredients.

- Describe the tools, equipment and techniques in Philippine cuisine
- View 2 videos on traditional Filipino cuisine: Anthony Boudain – No Reservations and Andrew Zimmerman – Bizarre Foods
- Using two recipes as a case study that represents outside cultural influences, students will learn and prepare:
 - Lumpia and Turon which are found throughout the Philippines. These two foods demonstrate the blending of early Chinese influences on the island with those of the indigenous people. In fact, Lumpia is often referred to as the Chinese egg roll.
 - Adobo reflects the influence and mingling of Spanish seasoning that were introduced while the Philippines were a Spanish colony.

2.1.2. Japanese and Philippine Cuisine and Food Labs

Each lab will include completion of the Lab Evaluation Form and peer review based on the following criteria:

- Texture
- Appearance
- Flavor
- Ingredients measured correctly?
- Ingredients added in the right order?
- Were the correct techniques used to prepare the ingredients?
- Was the correct cookware used?

2.1.3. Japanese Flavors and Specialties

Introduce and identify Japanese foods and ingredients

Explore the global acceptance of sushi outside Japan

- Students will analyze the effects this has had on the local Japan economy (supply-availability, food prices).
- Students will analyze how the worldwide popularity of sushi has had on world fish stocks, example, Blue fin tuna supplies have collapsed
- Describe the tools, equipment and techniques in Japanese cuisine

2.2 **Japanese and Philippine Cuisine and Food Labs**

Students will write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to Common Threads section in Unit 1.)

- Lumpia
- Turon
- Adobo
- Hand roll sushi
- Nigiri sushi
- Inside-out roll sushi
- Yakisoba
- Udon
- Tempura Soba
- Yakitori
- Teriyaki

2.3 **China**

Introduce China as a land of many cuisines and cultures. China alone covers one-sixth of the world from east to west. The emphasis is placed on the vastness of China as a geographical region, but highlighting the diversity and uniqueness of each region. As different as Alaska is to Hawaii or Texas, China has 55 recognized ethnic groups in 23 provinces. Students will explore how trade routes to and from China have spread the influence of Chinese cuisine to other parts of the world. (Make connection to previous unit: Japan and Philippines.)

Similar to the American food pyramid model, which was recently replaced by “My Plate” in China it is called the Chinese Food Pagoda. Students will examine the food groups and explore how geography strongly determines diet and food availability.

Students will explore the geography and culinary regions of China. In this unit, students will learn to:

- Identify the geography and regions of Chinese cuisine: Hunan, Cantonese, Szechuan, Beijing, and Shanghai
- Review geography and identify how geography influences and impacts the food supply and availability ingredients
- Wok cooking: Describe the significance of why a resource-limited, over populated country can accomplish nearly all their cooking tasks with one pot (Multi-tasking tools)
- In instructor demonstrations and cooking labs, students will learn to identify the regional flavors and specialties of each culinary region of China. Students will learn to identify food sources and ingredients of each region. Through hands-on demonstration, students will use senses of taste, touch, and sight to identify and distinguish the similarities and difference of Chinese ingredients.
- Students will learn to identify and use the tools, equipment and techniques in Chinese cuisine

2.3.1 **Chinese Cuisine and Food Labs**

Each lab to include completion of the Lab Evaluation Form and peer review based on the following criteria:

- Texture
- Appearance
- Flavor
- Ingredients measured correctly?

- Ingredients added in the right order?
- Were the correct techniques used to prepare the ingredients?
- Was the correct cookware used?

2.3.2. Chinese Flavors and Specialties

Introduce and identify Chinese foods and ingredients

Explore the influence of Chinese cuisine outside of China as a result of trade routes and immigration.

- Students will compare and contrast the regional cuisines within China
- Students will analyze how the styles of cooking vary between regions
- Describe the tools, equipment and techniques in Chinese cuisine

2.4 Chinese Cuisine and Food Labs

Students to write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to Common Threads section in Unit 1)

- Dim Sum Lab: Potstickers and Egg Rolls
- Stir Fry Lab: Chow Fun
- Soup Lab: Chicken Won Ton, West Lake and Egg Drop Soups
- Chinese Noodle Lab: Dan-dan Noodles and Chow Mein
- Regional specialties

2.5 Southeast Asia

This unit includes the cuisine and cultures of Vietnam, Laos, Thailand, Cambodia, Indonesia, Singapore, and Burma (Myanmar). Southeast Asia, like Africa, was and is significantly impacted by early exploration and Imperialism. Students will examine how the demand for spices drove trade, which eventually led to colonialism and Imperialism over these cultures.

2.5.1. Spice Inland and Flavors

Explore the significance of the “spice islands” and the impact on Europe’s age of exploration.

Discussion topic: Is Southeast Asian cuisine responsible for the discovery of America?

- This region also is renowned and holds a unique place in the culinary world for capitalizing on all flavors or the human palate
- Identify the geography and impact being an island economy on the food supply and availability of ingredients
- Describe the culinary contribution and historical significance the Spice Islands made to diet of western civilization
- Explain and demonstrate how Thai cuisine made a science and art form of food using the human palate and food for sculpture
- Students to make Miang Kum Thai recipe: a lab that uses all parts of the taste palate
- Demonstrate the art form known as fruit and vegetable carving. An ancient form of “garde manger.”

2.5.2 Vietnamese, Thai, Cambodian, Indonesian Flavors and Specialties

Lecture and discussion topic: How has interaction with Western countries from the colonial and Imperialistic period impacted these cuisines: Students will explore how the western cultures from the Age of Exploration through the Imperialism influenced the cuisine of Southeast Asia. In interactions between

cultures, the exchange occurs in two directions. Students will explore how contact and interaction between Western European and American cultures and Southeast Asia has influenced the modern culinary on a global scale.

- French and British influence on Southeast Asian cuisine from colonial period
- Impact of conflict
- Impact of colonialism on modern Europe: Dutch and Indonesian experience
 Note: This unit includes a lecture and assignment: “When Cultures Collide” As described under Key Assignments students to research and write a 500-word essay that illustrates the positive influence of interaction with cultures using either the Indonesia (with the Dutch) or the Vietnam conflict example.
- Introduce and identify foods and ingredients
- Describe the tools, equipment and techniques in cuisine

2.6 ***Southeast Asian Cuisine and Food Labs***

Students to write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to Common Threads section in Unit 1.)

- Miang Kum Thai recipe
- Thai or Vietnamese Spring Rolls
- Pad Thai
- Pho Soup
- Indonesian Rice

Unit 3 Indian Subcontinent

In this unit students are asked to critically analyze and examine food trends, commonalities and uniqueness in the cuisines studied. In written and verbal exercises students will apply, compare and contrast what they have learned with the previous Asian cuisines.

Building on the format used for introducing Asian cuisine as model, students have a foundation from which to compare and contrast. Students will examine how climate, relationships with other cultures, trade and commerce, religion, and geographical location influence a cultures.

Discussion theme for this unit: What is the role of religion on cuisines?

Students will be required to address this discussion item in the first semester final exam.

3.1. Introduction to the India Subcontinent

India is described as the jewel in the crown, which refers to the British defeat of the French in the 1700s and final subjugation of local Indian princes for the conquest of the Indian subcontinent. During this time period know as the “British Raj” Indian began a path to Industrialization that has continued until the 20th century.

Long before the British arrival India was a convergence of Buddhism, Hinduism and Islamism. Students will examine how deeply rooted religion is intertwined with daily lives of the people of India subcontinent. In examining the Indian subcontinent, students will explore the impact and lasting effects of four periods of Indian history:

- Rise of Hinduism
- Mughal Invasions and Empire
- Colonialism and the British Raj
- Independence and the partition of the sub-continent

3.2. Historical overview and cultural influences

Discussion topic: students to reflect on how religion affects their diet. Brainstorm with class on food restrictions they observe (examples: eating fish on Friday, no pork products, no caffeine products, and so on).

Map discussion: Who created the borders that create the modern countries of Bangladesh, India and Pakistan: Use the geography discussion to illustrate the partition of India, the role of Gandhi, Muslim and Hindu political influences and tragedy of this partition and the effect on current events.

- Discuss the legacy of Gandhi and his impact on India and world (non violent rebellion and link to Martin Luther King in United States)
- Armed and ongoing conflict between India and Pakistan:
 - Kashmir
 - Bombay (Mumbai Massacre in 2009)
 - Potential of nuclear war
 - Current impact on US foreign policy and the war on terrorism and events in Afghanistan

3.3. Religious influences and effect on diet

Students will explore how these two cultures/religions have evolved in a common geographic region and share and compete for resources and dominance. Students will examine the culture similarities and differences that make them unique.

- Hindu Diet: Students will investigate and describe Hinduism and then identify and describe the typical Hindu diet. Students will explore how religion determines what people will eat and what they will not.
- Muslim Diet: Students will investigate and describe Islam and then identify and describe the typical Muslim diet. In examining what both Muslim and Hindus believe students will compare and contrast the two groups to see where commonalities exist and the potential for conflict.

Discussion topics:

- What stresses does religion place on people for their food supply?
- Students are asked to identify and describe a "taboo"
- Debate and discussion topic: Should pork be taboo?

3.4 Cooking tools, equipment, styles and culinary highlights and distinctions of subcontinent:

- Punjab cuisine
- Bengal cuisine
- Goa cuisine
- Pakistan cuisine
- Afghanistan cuisine

3.5 Indian Cuisine and Food Labs

Students to write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to common Threads section in Unit 1.)

- Breads of India (naan, doas, chapatti)
- Appetizers (Samosas and Pakoras)
- Tandoori or tikka style cooking
- Vindaloo cooking
- Vegetarian cooking
- Cheese (Paneer making lab)

- Garam masala
- Curry (selecting and spice grinding)

Unit 4. Africa and Middle East

In this unit students will focus on the impact and significance of cultural interaction. Once the significance of Africa became apparent, first to slavery and then as a supply ground to feed an industrializing Europe and America, the African continent quickly became colonized. As Imperialism fed on Africa, so too did the Middle East as the Ottoman Empire crumbled.

4.1 Introduction of the Middle East

Students will begin this unit reviewing the historical significance of the Middle East. The Middle East is recognized as the birthplace of three great religions: Judaism, Christianity and Islam. This geographical reality that has remained in conflict since Pope Urban II called for the first Crusade of 1096. Despite the conflict in this area the cultures share a significant amount of commonality between them. Students will investigate and research where these similarities exist and where they do not.

Students will investigate and research what defines and determines:

- Kosher – Jewish diet
- Halal – Muslim diet
- Christian diet

Students will expand on their research and as shown under Key Assignments will prepare Halah and Kosher traditional foods. Students will also write an essay based on the learning unity. (See Key Assignments)

4.2 Africa – What is a true African food?

When you remove the colonial influence, the Hindu and Muslim influences, what do you know of the traditional African diet? In small groups ask students to discuss and as a class brainstorm to extract the answers. Ask student to identify country or geographic location based on the criteria they arrived at in the group activity.

- Saharan or North African diet
- East African diet
- West African diet
- South African diet

4.3 Cooking tools, equipment, styles and culinary highlights and distinctions of:

- Kosher cuisine
- Halal cuisine
- Saharan cuisine
- African (pre colonial)
- African (post-colonial)

4.4 Middle East and African Cuisine and Food Labs

Students to write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to Common threads section in Unit 1.)

- Moroccan chicken
- Hamantashen
- Matzo Soup
- Latke
- Taboooleh and hummus
- Falafel

- African peanut stew
- Ethiopian injera
- Mashed plantains and chicken stew
- South African chutney (Indian influences)

Unit 5 Europe

Europe, and later the United States, through the period of colonialism and imperialism, has had significant influence in modern history. This has extended to the global culinary scene as well. In the 1700s the court of King Louis XIV set the standard of culture, fashion, and court etiquette. The French language became the International language of courts and diplomacy. As the country that was emulated throughout Europe and other parts of the world, France established the standards of haute cuisine that are in use today. This includes the restaurant model, the use of a la carte service, the kitchen brigade (chef, sous chef, cook and garde manger), and dominate the industry with the use of industry standard culinary terms used throughout the world. Students will explore the historic beginnings of the culinary model established by the French courts that set the standards for haute cuisine today.

In this learning unit the class will study this model and work in groups to explore and report back to the class about the other European cuisines.

The French model is attributed to the work and contributions of three leaders and innovators that established the 20th century restaurant model:

- Marie-Antoine Carême – students will examine the contribution of this “Chef of Kings” who created haute cuisine, the high art of French cooking. He is credited with *service à la russe* (serving each dish on the menu), and most significantly the five classic mother sauces from which nearly all classical sauces are derived.
- Georges Auguste Escoffier – students will examine this iconic French chef, restaurateur and culinary writer who popularized and updated traditional French cooking methods. He is a legendary figure among chefs and gourmets, and was one of the most important leaders in the development of modern French cuisine. Much of Escoffier’s technique was based on that of Antoine Carême, one of the codifiers of French *haute cuisine*, but Escoffier’s achievement was to simplify and modernize Carême’s elaborate and ornate style.
- Francois Pierre de la Varenne – students will examine La Varenne’s work as his is credited as being the first to set down in writing the culinary innovations achieved in France in the seventeenth century, while codifying food preparation in a systematic manner, according to rules and principles, i.e., the first “how-to cookbook.”

Students will be introduced to classical French techniques, terminology and knife cuts that are part of the culinary world.

Students will divide into groups to research and to report back to the class with an oral report on an assigned culinary group listed below:

- Mediterranean Cuisine
- Central Cuisine
- Scandinavian Cuisine
- French Cuisine
- Eastern Europe Cuisine
- Irish and British Cuisine

Each cuisine will listed above will be assigned to group for an oral report back to the class. The content of these reports will highlight:

- Geography, natural resources, climate and economy
- Major customs, festivals and traditions

- Overview of the country's cuisine

Unit 6 Americas

The Americas are responsible for many of the staple foods consumed around the world that owe their origins to the age of exploration. The Peruvian potato, the tomato, coffee, corn, and chocolate are just a few of common foods now consumed worldwide.

The theme for this unit will focus on the migration of foods from one culture to another. Students will examine how foreign foods initially introduced from the “new world” were received with caution and took time to gain acceptance. These foods, like the potato, which was initially thought to be poisonous, would later become the food staple that saved millions from starvation in Russia and Ireland. While other foods from the new world, like the tomatoes, become adopted and inseparable from Italian cuisine.

Students will examine how food crops and grains like the potato, quinoa and maize were instrumental in building and sustaining empires like the Inca, Mayan and Aztecs.

Using geography and map activities students will explore and identify the origins of foods that migrated out of the new world.

Case Study: Students will be reading case studies that compare and contrast the diet of American Indians within the United States and those of the same tribe, but living in Mexico, to determine why the American Indian tribes on reservations suffer great health problems (Refer to Key Assignments where students will then be examining, reading and writing about the effects of a modernized preprocessed diet to those of a culture using whole grains and traditional methods)

6.1 New World Foods

In this unit students will build upon the knowledge they have by working in groups to list on the white board as many foods they can identify as originally coming from North or South America. From this activity the class will examine and build on that knowledge to examine the flow of food into and out of the new world.

Flow of native grown (indigenous) foods out of the Americas

- Potato
- Corn
- Tomato
- Chocolate
- Coffee

Flow of foods into the Americas

- Rice
- Wheat
- Soy
- Tea
- Peanuts

In the second part of this learning unit students will examine how the foods that have left the new world have integrated into other countries and become part of their traditional cultures, such as the Swiss, Belgians, and Dutch with cocoa and Chocolate, potatoes to Irish cuisine, the tomato to Italian foods or how rice has become part of the Latin cultures.

Students will explore what new cooking tools, equipment, styles and culinary styles are representative of Latin cuisine.

6.2 North and South American Cuisine and Food Labs

Students to write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class. (Refer to Common Threads section in Unit 1.)

- Brazilian chicken
- Chilean empanadas
- Guatemalan tamales
- Jamaican patties
- Jamaican jerk chicken
- Cuban black beans
- Enchiladas, tacos, and tostados
- Quebec galette
- Salsas
- Creole rice

Unit 7 Fusion-Applying the Lessons of International Cuisine

In this final unit students will apply what they have learned in their global journey. In a culminating lesson, students will apply what they have learned about culture and community and then use these two concepts with the help of fusion cooking to create their own culture or nation.

For this learning unit, students will use the concept of nationalism to create their own nation. (Refer to Key Assignments where students will be working in small groups to create a nation.)

Key Assignments

Unit Two Asian Cuisine and Culture Key Assignments:

The Key Assignments include the following assignments, culinary labs, and additional assignments described under “Common Threads.

Country Worksheets: (See Common Threads section)

International Cuisine Notebook/Journal: Students will set up and maintain a notebook/journal that will be graded quarterly. Each notebook will be set up with dividers with index tabs. Students will create a table of contents and index for country recipes. These recipes will be organized by region and indexed by culinary topics as instructed. Notebooks to include notes and completed evaluation critiques for each classroom demonstration.

Reading: (See Common Threads section)

Writing Assignments for Unit One: Students will write a 500-word essay based on the videos and computer lab research on the topic: “Foods that are considered”Bizarre” are always those foods and ingredients in someone else’s culture, why?”

Students will write a 500-word essay that describes the flavor palette and why it is significant to Thai cuisine. Discussion topic: Flavor Palette and Thai Cuisine. For the instructor demo students will take notes on the Miang Kum cooking demo and sample the food to describe their experience. This unique recipe represents the essences of Thai cuisine, an appetizer that when eaten touches on all parts of the palette in a flavorful explosion. (Variation on activity is to have a blindfold tasting before starting the actual demo.)

Geography Assignments: Each student will research and complete geography assignments to identify the physical and political map work for the Philippines and Japan. Students will examine the physical, economic, and assets that compares and contrasts these two countries.

Food Cost Analysis Worksheets: Complete a food cost comparison worksheet as described in Key Assignment, Common Threads section.

Film Critiques: View and complete the instructor provided film critiques worksheet for the videos associated with this unit. The film critique includes two parts, part one is a series of short answer questions prepared by the instructor for students to complete during the viewing of the film. Part two requires the student to use the information from the part one and film to answer an in-depth essay, for example the essay question for one of the videos:

“Philippines – No Reservations”: From the information proved from the film, describe how the Philippines cuisine has been influenced by Spain and America.

Videos for this unit include:

Country	No Reservations, Anthony Bourdain
Philippines	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Philippines
Japan	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Japan
Thailand	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Thailand
Laos	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Laos

Country Bizarre Foods, Andrew Zimmerman

Japan [http://www.travelchannel.com/TV_Shows/Bizarre_Foods/Video/Andrews_Top_5_Tokyo Moments](http://www.travelchannel.com/TV_Shows/Bizarre_Foods/Video/Andrews_Top_5_Tokyo_Moments)

Field Trip: Every Sunday at the Thai Temple in Berkeley, the public can visit the temple, purchase food, and watch culinary students practice the art of Thai Fruit and Vegetable Carving. Students are required to attend one cultural event per semester; this activity would fulfill the requirement for the semester.

<http://www.berkeleydailyplanet.com/issue/2009-02-12/article/32269?headline=ZAB-Allows-Berkeley-Thai-Temple-To-Continue-Sunday-Brunch>

Refer to Key Assignments section, "Cultural Event Evaluation" for follow up assignment.

Asian Food Labs

Each lab to include completion of the Lab Evaluation Form and peer review based on the following criteria;

- Texture
- Appearance
- Flavor
- Ingredients measured correctly?
- Ingredients added in the right order?
- Were the correct techniques used to prepare the ingredients?
- Was the correct cookware used?

Japanese and Philippine Cuisine and Foods Labs

Students to prepare the following foods using traditional ingredients and techniques demonstrated in class.

- Lumpia
- Turon
- Adobo
- Hand roll sushi
- Nigiri sushi
- Inside-out roll sushi
- Yakisoba
- Udon
- Tempura Soba
- Yakitori
- Teriyaki

Chinese Cuisine and Food Labs

- Dim Sum Lab: Potstickers and Egg Rolls
- Stir Fry Lab: Chow Fun
- Soup Lab: Chicken Won Ton, West Lake and Egg Drop Soups
- Chinese Noodle Lab: Dan-dan Noodles and Chow Mein
- Regional specialties

Southeast Asian Cuisine and Food Labs

- Miang Kum Thai recipe
- Thai or Vietnamese Spring Rolls
- Pad Thai
- Pho Soup
- Indonesian Rice

Food Cost Analysis Worksheets:

Complete a food cost comparison worksheet as described above.

Unit Three: Indian Subcontinent:

Writing Assignment: Students will research and write a 500-word essay that compares and contrasts how the food, ingredients, and recipes of a typical Hindu Indian family to that of an Islamic Indian family.

Students will examine the influence and role of religion on a native cuisine.

Spices and herbs are a renowned hallmark of Indian Cuisine. Both garam masala and curry are not a single, but a blend of spices. It is said there are as many variations of curry as there are families in India. Students will research and write a recipe for a garam masala and curry using a standard format for recipe writing. In part two, students will write a 250 word essay that describes and maps their recipes to a region of the Indian subcontinent.

Country Worksheets: Students will complete the instructor provided worksheets to identify tools, equipment, and ingredients. Students will use class worksheets to identify the origins and categorize native Indian spices found in the subcontinent.

Reading: Students will have required reading from class textbook, "A Guide to Good Food": and answer the unit textbook questions and worksheets. Additional reading assignments include excerpts from periodicals, newspapers, and culinary cookbooks on Indian culture, foods, and cooking.

Geography: Students will research and identify the major cuisines of India. Using this research, students will create a physical and cultural map work for Subcontinent India.

Students will research and complete an ingredient and spice map of the Indian subcontinent that illustrates and identifies the source of these food sources.

File Critiques: View and complete the instructor provided film critiques worksheet for the videos associated with India and Sri Lanka. The film critique includes two parts, part one is a series of short answers questions prepared by the instructor for students to complete during the viewing of the film. Part two requires the students to use the information from the part one and film to answer an in-depth essay.

Videos for this unit include:

Country	No Reservations, Anthony Bourdain
Sri Lanka	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Sri_Lanka
Kolata and Bombay	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Japanht http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Kolkata_And_Bombay
Rajasthan	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Rajasthan

Cooking Labs and Demonstrations

- Breads of India (naan, doas, chapatti)
- Appetizers (Samosas and Pakoras)
- Tandoori or tikka style cooking
- Vindaloo cooking
- Vegetarian cooking
- Cheese (Paneer making lab)
- Garam masala
- Curry (selecting and spice grinding)

Food Cost Analysis Worksheets:

Complete a food cost comparison worksheet as described above.

First Semester Research Country Report:

Students will select a country from an instructor supplied list of countries in Asia.

Every culture and society is shaped by events. The purpose of this assignment is for students to examine and issue or event, and then show how it affects the lives of the people living in that country. Students will use this assignment to drill down into a specific country to research a specific issue of that country.

Students will narrow their research to one of the following areas: environmental, economic, political or social issues. Each paper will include three parts and a thesis statement. This research paper will include the following components:

- Students will tell the story of the country as if they were living there in the country. Reports to include a brief historical background of the major events which have helped to shape your nation. Focus is on historical events that will lead into the thesis statement.
- Report will focus on a major problem facing the country today. Students will select one major issue to analyze the situation and then offer this analysis in the report. Problems in the country will be to choose from:
 - o Environmental issues (e.g., poverty; famine; unequal distribution of wealth)
 - o Economic issues (e.g., poverty; famine; unequal distribution of wealth)
 - o Political issues (e.g., war/conflict; instability; racial, religious, and/or ethnic strife)
 - o Social issues (e.g., health/medical care, human/civil rights abuses; status of women)
- Reports to focus on what might be done to help solve the problem, what do the experts say from research, and what might be done to solve these problems? Finally students need to form an opinion as to whether they agree with these "experts"? And then identify what ideas they think will work and why.
- Your paper is a typed, researched and documented country report following Modern Language Association (MLA) guidelines is required in electronic and printed outputs. Reports are 10+ pages, 12pt type, and illustrations not exceed 15% of overall report. Each report to include outline, thesis statement, 3x5 note cards, bibliography, title page.

End of First Semester

Unit Four: African and Middle East

This unit covers a wide geographical area and is divided in areas by region, and to some extent religious influence.

Writing Assignments:

- In a 250-word essay students will select a country or region of Africa and research/locate

a recipe that illustrates the blending of cultures of African and a European nation. The essay will describe the recipe origins and the use of local and foreign ingredients.

- In a 500 word essay students will research the role of two Middle East religions on a people's customs and dining habits. Students will use the religious customs and restrictions to describe the Kosher and Muslim diet, and the reasoning behind these influences.

Journal: In this unit students will take notes in their journal on the aforementioned topics from instructor presentation and demonstrations.

Reading: Students will have required reading from class textbook "A Guide to Good Food" and answer the unit textbook questions and worksheets.

Geography: Students will research and illustrate a political map that shows the extent of Imperialism on the Middle East and Africa. In contrast to the African map assignment during the height of imperialism students will use an outline map of Africa to create the modern map of Africa showing the most current political boundaries.

Film Critiques: View and complete the film critiques for the videos associated with this unit. The film critique includes two parts, part one is a series of short answer questions prepared by the instructor for students to complete during the viewing of the film. Part two requires the students to use the information from part one and film to answer an in-depth essay.

Videos for this unit include:

Ghana	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Ghana
Namibia	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Namibia
Liberia	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Liberia_Episode
Saudi Arabia	http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guide/Episode_Saudi_Arabia

Cooking Labs and Demonstrations

- Moroccan chicken
- Hamantashen
- Matzo Soup
- Latke
- Taboouleh and hummus
- Falafel
- African peanut stew
- Ethiopian injera
- Mashed plantains and chicken stew
- South African chutney (Indian influences)

Food Cost Analysis Worksheets:

Complete a food cost comparison worksheet as described above.

Unit Five: Europe

This unit is divided into two parts. Part one is instructor driven, and will focus on the French contribution to culinary arts. This includes the historical development, and emphasis on

vocabulary and techniques used in the culinary industry. The second part is student-driven that begins with an oral presentation and two-days of lab activities.

Students begin this unit by studying the classical French cuisine model, its origins, the contributions to the modern culinary world, and standard culinary techniques. Students will learn through hands-on demonstrations, lab activities, and assessment to learn the following knife cuts:

- Julienne
- Chiffonade
- Brunoise
- Batonnet
- Tourné

European Country Reports:

Students will select a country from the instructor provided list.

Written Report

Students will research and write a 500-word report that describes the traditional ingredients and recipes that are representative of the country/region. Each report will focus on food and culture and cover the following topics.

- Tools and equipment used in food preparation
- Farm and food products produced
- Traditional methods of food preparation practiced by indigenous peoples
- Foods served during holidays and celebrations
- Maps showing political boundaries
- Cultural events

Oral Report

Create a PowerPoint presentation to use during the presentation of the report. Reports to include:

- Why your country you choose eats the things they do, countryside, religions they practice, and so on
- In your report include natural products of the country, population, and native customs, geographical location of your country, native costumes, and any other different things you feel of interest to the class.
- Describe the special foods of the country
- Use of illustration, photos, examples, and so on (This report is to be presented by the whole group.)
- Explain how the country meets their nutritional requirements and review nutritional basics
- Involve the whole class in an educational game, a dance, worksheet, crossword, etc.

In addition to the oral report, each group is responsible for three components spread over 3-days:

Day 1: Oral Report Presentation

Day 2: Group Presenters are responsible to:

- Organize the class into work groups to prepare foods based on their country presentation
- Provide each group with a recipe representing the cuisine of the European country
- Organize and instruct classmates (cooking groups) in the preparation of the recipes they will prepare for the next day's banquet features.

Day 3: Host a banquet. Each cooking group is supplying one recipe (dish). Students are responsible for all preparation, supervision, and the instruction of classmates so they successfully prepare and serve their banquet dish. Classmates will evaluate the banquet prepared by their peers. Instructor will factor these evaluations into your overall assessment.

Unit Six: Americas

Writing Assignment: Students will research and write a 500-word essay that traces the impact a new world (North American/South American) food that was introduced to the Americas. These essays will explore how a food can transform from a “foreign” food to one that becomes accepted into the new culture. Such as the Peruvian potato or the tomato into Irish or Italian cultural cuisines.

Country Worksheets: Students will complete the instructor provided worksheets to identify tools, equipment, and ingredients. Students will use class worksheets to identify the origins and categorize native new world spices and ingredients.

Reading: Students will have required reading from class textbook, “A Guide to Good Food” and answer the unit textbook questions and worksheets. Additional reading assignments include excerpts from periodicals, newspaper, and culinary cookbooks on Latin American, Caribbean, and North American culture, foods, and cooking.

Case Study: Students will be reading case studies that compare and contrast the diet of American Indians within the United States and those of the same tribe, but live in Mexico, to determine why the American Indian tribes on reservations; suffer great health problems (i.e., diabetes and heart disease) than their counterpart living in Mexico.

Geography: Students will research and identify the major cuisines of the new world. Using this research, students will create a physical and cultural map for the Americas.

Unit Seven: Fusion

Students will divide into small groups of 4 or 5 students. In this activity, students will define their own cultural identity in the form of building a nation. Each group will create the significant elements that identify a nation’s flag, language, customs, holidays, economy, religion, traditions, physical location, and climate and finally create a national dish.

The students will use the theme of their nation to create a unique and new recipe in the form of fusion cuisine. Students will be encouraged to use a blending of techniques and ingredients from one culture with the goal of creating a recipe that is new and different. Students will present their project, which includes a cooking demonstration to the class.

Unit Worksheets:

- Each unit includes worksheets from the textbook that focus on vocational culinary skills and content vocabulary lists.
- Written worksheets assigned for each learning unit form the basis for unit exam
- Map and geography outline worksheets

Demonstration Worksheets:

- Required for all students, instructor and guest demonstrations
- These are forms students complete to identify the tools, equipment, ingredients used in the presentation. The form is also used to record the sequence of events or steps used in the presentation
- The form is completed by writing an evaluation and critique of the demonstration.

Lab Evaluation Worksheets:

Cooking labs require students to complete worksheets that are part of a self and peer assessment of cooking lab based on:

- Texture
- Appearance
- Flavor
- Ingredients measured correctly?
- Ingredients added in the right order?
- Were the correct techniques used to prepare the ingredients?
- Was the correct cookware used?

Market Order Worksheet

Students complete worksheets for ordering produce and ingredients for cooking labs.

Instructor Lab Evaluations (Weekly):

Each lab evaluates student performance based on safety/sanitation standards, timely completion of lab, skill and expertise demonstrated in final output, verbal skill assessment in peer-to-peer and student-to-instructor communications.

Journal/Notebook Evaluation (Quarterly): Each student is required to keep and updated journal/notebook that includes: course and lecture notes, handouts, course cook book (includes table of contents, index, and corresponding pagination for referencing).

Create a Magazine Article: Each student will create a 4-5 page magazine format article that describes the food, culture, and a festival or tourist location. Requirements: attach a sample magazine article used as a template, typed, MLS bibliography, illustrated, 4 page minimum, 12 pt font.

Cultural Event Evaluation: Each semester students are required to attend a community cultural event and complete the evaluation worksheet. Activities may include: visiting museums, attending ethnic festivals, dance shows, lecture, or cultural events.

Community Service: Participation in school diversity week events or school culinary events. Each year our culinary students participate in the preparation and hosting of an event. Students assist in planning and preparing foods for a banquet or large catering event. Students are required to attend 2 events a year, one per semester. Part of the goal of our culinary program is to give something back to our school and community through service.

Reading in the Content Area: Students on a regular and ongoing basis are required to read from the content area for learning unit: history, cultural, social and religious topics as they relate and influence a country's culinary traditions. Reading resources in textbooks. *"A Guide to Good Food"* and *"Culinary Essentials"*, utilizing classroom, school and public library collections, newspaper and periodicals, school computer lab and laptop carts for accessing the Internet.

Writing in the Content Area: Students are required to write in a variety of styles and formats which include: report and research style using MLS formatting, expository and journalist reporting, critique and analyses writing based on restaurant, cookbook, and cooking demonstrations.

Leadership Skills: Each student in weekly cooking labs will rotate in and out of assigned positions that require leadership skills. In each group there is an executive chef, a sous chef, a cook, and classroom assistant. Executive chefs are required to assign, evaluate, and assess the performance of their assigned group. The sous chef is responsible for the oversight and execution of the cooking lab.

Analytical and Problem Solving

In cooking labs students will:

- Analyze and calculate the measurement and quantity of recipes
- Make ingredient substitutions
- Recalculate budget
- Determine quantity for market orders
- Calculate yields
- Demonstrate time management
- Problem solving for unintended events that may occur
- Load balancing of tasks for a lab or event
- Complete a written analysis of “what if” scenarios presented during classroom demonstrations.

Instructor and Guest Demonstrations

Students receive live demonstrations in the technical skills they will be required to perform in cooking labs, for example:

- Asian knife cuts, wok cooking and stir fry techniques
- Production techniques for Dim Sum
- Sushi making techniques
- Classical French cuisine knife cuts:
 - Bruniose
 - Chiffonade
 - Tourn e
 - Batonnet
 - Julienne
- Dough making:
 - Pasta,
 - Tamale
 - Spatezle
 - Perogie

Guest professional chefs from this program have come from:

- Culinary Institute of America (CIA)
- California Culinary Academy (CCA)
- Johnson and Wales
- Professional Culinary Institute (PCI)
- Local restaurants, hotels, and commercial industries

Project-based learning: Students throughout this course are assigned research projects following MLA guidelines for completing work and citing references.

Lecture with computer presentation: Our culinary arts room has installed a fully integrated, instructor microphone, sound system, video camera, intranet, 52-inch LCD monitor, DVR, computer and internet access to provide instructor presentations using software applications. Live instructor and guest culinary presentations are video broadcast to students,

Cooperative learning: In weekly cooking labs students work in teams and through rotation assignments participate in role activities that provide students the opportunity to develop leadership and management skills. Students learn in these small group activities the value of working as a team and lessons that result when team work and cooperation break-down in a group activity.

Class discussions: Students are required to participate and lead the class in discussions that analyze and question course topics. Through peer reviews and constructive critiques students participate in post mortem analysis of cooking labs, instructor demonstrations and project evaluations.

Sustained silent reading: Throughout this course students on a weekly basis have assigned reading from the *“Culinary Essentials”* and *“A Guide to Good Food”* textbooks, instructor hand-outs, and reference periodicals.

Homework

Students are required to complete homework assignments to demonstrate background knowledge of topics prior to completing cooking labs. and assignments. Homework will be incorporated into all units.

Laboratory Projects and Reports

Evaluation based on project/lab rubrics.

Research Papers

(Country Report sees above Key Assignments #1.) The purpose is to link the technical skills being taught for an ethnic cuisine to cultural and historic development behind food. Example, in studying Japan students learn the historic and physical demands of an island nation, the importance of fish and seafood being tied to availability, of seafood being a natural resource, why seafood is eaten raw vs. cooked in a land limited by fuel. In Israel and Islamic countries why pork is taboo. A significant importance in assignments such as these is the reinforcement of core academic learning and requiring the adherence to MLS standards for example.

(Create a Nation see above Key Assignments #7 and #8.) In these assignments students are being asked to apply both what they have learned from a culinary perspective (technical skills) and important concepts, in this case, nationalism and cultural identity. Students are assessed on their ability to apply what they learned during the year to create a nation and national identity in the form of a written report/project, and apply the culinary skills (demonstration) to create a unique fusion recipe that they will prepare.

Essays and Written Reports

(Magazine article see above Key Assignments #10.) Similar to the purpose mentioned above, students will research and write using an alternative style and format to link a country’s cuisine to their culture.

Journals

(Journals/Notebook sees above Key Assignments #6.0) The purpose is for students to keep a written record and log which this notebook represents. This notebook is evaluated on a quarterly basis. The notebook also requires the student to organize and maintain collection of recipes that is cataloged, indexed for reference throughout the year.

Discussions

Daily/weekly students and instructor engage in dialogue that links the culinary task or lab to the culture being studied. Students are asked to question the task, the teacher, the topic as to:

- Why it came to be?
- How it developed?
- Why it survived into our time period?

“It” being a cooking style, a technique, a tradition.

Critiques

In cooking labs and written assignments students are evaluated on their ability to analyze and problem solve their successes and areas of improvement in their group cooking labs. In demonstrations and lectured scenarios students are required to provide regular feedback and answer problem-solving cases.

Peer Assessment

These assessments occur in various activities throughout the course. Using video cameras, students will use technology to record and critique student made cooking videos/presentations. In weekly cooking labs students are required to assess and evaluate the performance of peers in their cooking groups and in classroom presentations.

Presentations

Students working on individual and group presentations are provided an opportunity to hone their skills in oral presentation. Structured assignments using technology and computer software provide students with job market and employability skills.

Students Demonstrations

Students will individually and in groups organize and instruct the class. Many of these presentations will be videotaped and played back for students to review and critique.

Quizzes/Tests

Students are evaluated using quarterly and semester final written, examinations. Students are also evaluated by demonstrating mastery of specific culinary skills.

Laboratory Participation

Students will be required to participate in cooking labs and work to create a finished product using the materials and ingredients provided. Used in all units.

Skill Drills in Culinary Lab

Students will demonstrate knowledge of the kitchen and materials that will be used prior to cooking labs.

Students will be:

- assessed (tested) on their ability to follow and complete a "time-work" schedule
- evaluated on culinary techniques and skills covered in each instructional unit
- writing a critique of the culinary products/output that they produce, which will be assessed using a rubric
- observed and evaluated on their abilities to problem solve in a production (food service) environment, and their ability to adjust to ever changing situations. (Example: in food service unforeseen events occur where ingredient substitutions are needed, or equipment shortages demand creative thinking). Students will participate in peer, instructor, and self-evaluations following a cooking lab, or cooking event. In a debriefing, post-mortem exercise students will critically analyze the process, and present alternative scenarios to improve on the process.

Teacher Observation:

Instructors will observe the process of the labs and skill assessments to ensure students are learning and practicing the skills necessary to create a successful finished product. Used in all units with cooking lab.

IV. METHODS, STRATEGIES & TECHNIQUES

A variety of strategies and techniques are used to instruct the students, including:

- Teacher-guided lecture and presentation
- Teacher demonstration for equipment/tools safety, and cooking demonstrations
- Group assignments that will be project-based, such as catering a cultural event
- Blackboard examination
- Project reports on countries and cultures
- Student cooking labs
- Reading and book work
- Videos
- Computer work

V. GRADING GUIDELINES

- | | |
|-----------------------|-----------|
| • Lab Work | 40% |
| • Class Participation | 5% -10% |
| • Projects | 10% |
| • Quizzes/Tests | 10% - 15% |
| • Class Work/Homework | 20% |
| • Portfolio | 10% |

VI. ROP CERTIFICATE REQUIREMENTS

To earn a ROP certificate of proficiency for this course, the student must accomplish the following:

- Complete all of the student performance objectives
- Maintain a **95%** attendance rate
- Demonstrate a positive work attitude

VII. ASSESSED JOB MARKET NEEDS

Job Outlook: In addressing the Food Services Industry, O*Net projects the following: "Job opportunities are expected to be good, despite slower than average employment growth, due to the large numbers of workers who leave the occupation and need to be replaced. However, keen competition is expected for jobs at upscale restaurants generally pay more.

Employment Change: Employment of chefs, head cooks, and food preparation and serving supervisors is expected to increase by 6 percent over the 2008-18 decade, which is more slowly than the average for all occupations. Growth will be generated by increases in population, a growing variety of dining venues, and continued demand for convenience. As more people opt for the time-saving ease of letting other do the cooking, the need for workers to oversee food preparation and serving will increase.

Job Prospects: Job openings for chefs, head cooks, and food preparation and serving supervisors are expected to be good through 2018; however, competition should be keen for jobs at the more upscale restaurants that tend to pay more. Workers with a good business sense will have better job prospects, especially at restaurant chains where attention to costs is very important. Although job growth will create many new positions, the majority of job openings will stem from the need to replace workers who leave the occupation. The fast pace, long hours, and high energy levels required for these jobs often lead to high turnover."¹

¹ Bureau of Labor Statistics, U.S. Department of Labor, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition.

VIII. INSTRUCTIONAL MATERIALS & EQUIPMENT

A Guide to Good Foods 11th Edition, Velda L. Largen and Deborah I. Bence,
Goodheart-Willcox Publisher, CR 2010

International cookbooks for each region studied; books area a class set for reference

Specialized tools and equipment for each region studied

Videos and DVDs for each region studied

Large world map

The following standards are integrated throughout the course.

Hospitality, Tourism, and Recreation Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.

(Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FHA-HERO) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

- 10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
- 10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
- 10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
- 10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
- 10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
- 10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Hospitality, Tourism, and Recreation Pathway Standards

A. Food Science, Dietetics, and Nutrition Pathway

- A1.0 Demonstrate an understanding of key aspects of the food science, dietetics, and nutrition industry and the role of the industry in the local, state, national, and global economies.
- A1.1 Define and compare core elements of the food science, dietetics, and nutrition industry from the supporting industries and regulatory agencies.
- A1.2 Evaluate the contributions of the various segments of the industry to local, state, national, and international economies.
- A1.3 Create a product depicting the different requirements and standards for employees in the industry, including education, training, licensures, and certifications.
- A2.0 Identify important workforce and organizational management concepts.
- A2.1 Find information on the primary business procedures for food science, dietetics, and nutrition organizations.
- A2.2 Explain the differences and importance of the main elements in day-to-day operational procedures at various types of food-related facilities.
- A2.3 Evaluate important management strategies for planning, decision making, shared responsibility, and negotiations.
- A3.0 Demonstrate the application of primary standards and regulations for safe food handling and sanitation practices.
- A3.1 Practice industry-recommended standards for personal grooming and hygiene.
- A3.2 Interpret safe and sanitary food-handling procedures as set forth by local, state, and federal health and safety codes, including reporting and dealing with violations of the food safety code.
- A3.3 Produce a product that integrates the use of procedures for preventing the spread of food-borne pathogens and illness, allergens, cross-contacts, and contaminants.
- A4.0 Recognize the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.
- A4.1 Understand the relationship of emotional, psychological, and physiological needs to food intake and natural hunger cues.
- A4.2 Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.
- A4.3 Illustrate the anatomical structure and functions of the digestive system, including the biochemical processes involved in digestion, absorption, metabolism, energy balance, and food-drug interactions.
- A4.4 Formulate recommended diets for different dietary and health needs.
- A5.0 Demonstrate an understanding of the correlation of food and fitness to wellness.
- A5.1 Explain how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness.
- A5.2 Interpret nutritional information needed to implement and sustain change in behavior and lifestyle management.
- A5.3 Analyze popular diets for recommendations that are consistent with, or contrary to, approved dietary guidelines.

Contra County Office of Education ROP International Cuisine

- A5.4 Analyze nutrient density as it relates to food quality and dietary choices for individual nutrition, fitness, and wellness goals.
- A5.5 Provide examples of how social and cultural norms and barriers relate to the implementation of nutrition, fitness, and wellness changes.
- A6.0 Identify the basics of community collaborative opportunities and methods of outreach in the field of nutrition, fitness, and wellness.
- A6.1 Classify the available community services, agencies, and outreach programs that provide nutrition, fitness, and wellness information and services.
- A6.2 Understand the differences in services and outreach methods of community organizations that provide nutrition, fitness, and wellness information and services.
- A6.3 Provide examples of the influence of cultural health-related practices and food preferences on the nutrition, fitness, and wellness of individuals.
- A7.0 Explain the basic principles of managing and operating food service outreach programs.
- A7.1 Identify the types of community-based and institutional programs that provide food and nutrition outreach services.
- A7.2 Summarize the factors that affect the management and operation of a food service outreach program.
- A7.3 Explain the training needs of an effective food service outreach staff.
- A8.0 Interpret the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation.
- A8.1 Recognize terminology, methods, and equipment used in the food science and technology industry.
- A8.2 Practice safe laboratory and equipment use and maintenance procedures.
- A8.3 Understand important chemical and physical changes that occur during food preparation.
- A8.4 Conduct scientific experiments using the scientific method.
- A8.5 Document experiments and maintain laboratory records.
- A9.0 Demonstrate an understanding of the basic principles of research and development, food analysis, and sensory evaluation in the field of food science and technology.
- A9.1 Understand the purpose, importance, and basic procedures of sensory evaluation experiments.
- A9.2 Explain quality control, assurance standards, and the procedures for each used in research and development.
- A9.3 Analyze research implications on food trends, value-added processing, genetic engineering, and irradiation.
- A9.4 Prepare and test formulas for developing new food products.
- A9.5 Test food products by using controls, variables, and random sampling.
- A9.6 Create a product that explores global, logistical, ecological, and economic impacts of food production and packaging methods, including genetic engineering.
- A10.0 Describe the fundamental concepts of marketing and public relations used in the dissemination of information about food science, dietetics, and nutrition.
- A10.1 Explain the differences between public relations, advertising, and provision of accurate information to consumers.
- A10.2 Understand the methods and importance of communicating accurate information to consumers about nutrition, food safety, and food products.
- A10.3 Evaluate the psychological effects of market branding, subliminal messages, and advertising on consumer choices.
- A10.4 Explain the use of technical reports in preparing and disseminating information.
- A10.5 Compare and contrast the influence of consumer trends and expectations on product development and marketing.



San Ramon Valley Unified School District
New Course Proposal for High School Curriculum
 (Step 1 of New Course Proposal Process) - All fields required

New Course Course Name Change Only (complete this page only)

Submitting School(s): All High Schools

New Course Title: IT Support: Training & Certification		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input checked="" type="checkbox"/> ROP								
This course replaces course #: n/a		Previous Course Title:												
For School Year: 21-22		Grad requirement:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted Grade: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								
College Prep: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Year		Credits: <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 10										
Non Academic: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input type="checkbox"/> No										
Prerequisite(s) for this Course: none														
Co-Requisite(s) for this Course: Must be followed within one semester by IT Support: Professional Experi														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input checked="" type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input type="checkbox"/>	Social Science	030	<input type="checkbox"/>	Applied Arts	060	<input type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)		<input type="checkbox"/>	Mathematics (c)		<input type="checkbox"/>	World Language (e)		<input type="checkbox"/>	Electives (g)				
<input type="checkbox"/>	English (b)		<input type="checkbox"/>	Lab Science (d)		<input type="checkbox"/>	Visual/Performing Arts (f)							
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$										
Start-up cost including books, materials, equipment: \$ 0				Funding Source:										
Annual reoccurring costs for the course: \$ 0				Funding Source:										

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Debbie Petish	EC		Feb 2, 2022
Department Chair:	Jessica Coulson	EC	 <small>Jessica Coulson (Feb 2, 2022 13:34 PST)</small>	Feb 2, 2022
Counselor:	Rebecca Wiest	MV	 <small>Rebecca Wiest</small>	Feb 2, 2022
Department Admin:	Sheila Jemo	MV	 <small>Sheila Jemo (Feb 3, 2022 19:36 PST)</small>	Feb 3, 2022
Principal:	Kevin Ahern	MV	 <small>Kevin Ahern</small>	Feb 4, 2022
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY

District Approvals		CRS #
		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE: IT Support: Training & Certification

NEEDS STATEMENT/NEEDS ASSESSMENT

a) What need does this course/program fulfill that cannot be met by existing courses/programs?

Currently, our high school computer courses focus on two areas: 1. Computer programming skills at the AP and regular level designed to prepare students for careers as computer programmers; and 2. Basic computer skills like keyboarding and spreadsheet manipulation intended to prepare students for work and study on a computer. This course provides students with skills and Google certification in technical support fundamentals in areas like computer networking, operating systems, system administration, IT infrastructure services, and IT security. At the conclusion of this course they will be prepared to provide IT Support at SRVUSD by taking the IT Support: Professional Experience class.

b) How was this need determined? (Include data and documentation collected.)

Approximately 20-25% of high school student in SRVUSD do not go on to four-year colleges after graduation. None of the ROP courses currently offered tap into these 21st-century skills which are so demanded. In addition, our period of remote learning has demonstrated to every students the importance of IT support professionals. This year there were 10,607 tickets from the parent portal, 6,000 were device requests and 4,000 other issues. There were 378 incidents specifically for HS that we identified that came from staff members related to student issues. With all schools moving towards 1:1, there will continue to be many student device issues that will need a trained IT professional to help, like the students who have earned their Google IT Certification in this class.

EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM

a) What groups of students and how many will be impacted by the change?

This course would be limited to juniors and seniors only and would be open to students at all high schools, since it will be taught virtually.

b) What special skills, training, experience, and/or credential will be required of the instructor?

Instructors should have teaching knowledge of and experience in teaching IT Support. While the instructor does not need to have completed the Google IT Support Professional Certificate, they should be familiar with the topics taught in each of the five program courses. The instructor will be the one integrating the content into the IT curriculum, creating their lessons plans and answering any questions. As such, the instructor should be familiar with the content and topics covered within the Certificate. This instructor can be whoever is deemed fit from the faculty to cover those responsibilities

c) What affect will this proposal have on staff assignments?

The teacher assigned to teach this class may be unable to teach sections of their regularly assigned courses. There is no limit to the number of students that can enroll, so there is less need for staff.

SUSTAINABILITY

a) How is this course sustainable over time?

There is absolutely zero cost to schools and students for the platform. The Certificate on Qwiklabs, the secure platform on which this course will be offered, is a free offering for schools. No payments are due to Google. The Qwiklabs platform was designed for sustainability; Google will not charge schools and aims to work with partners that will not be of any additional cost.

COURSE/PROGRAM COST - Cost Neutral courses will be given priority

a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)

One teacher could teach sections of the course remotely to students on any campus during fall and spring semesters. The cost would be limited to the salary of that teacher.

b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)

Schools can start offering the IT Certificate Fall Semester. It is recommended that schools complete integration well enough in advance of the start of offering the curriculum. 2 months prior to starting curriculum is advised, so as to provide instructors ample time to get acclimated with the pacing and content. For example, if a school starts Fall 2021, integration should be complete by the beginning of June.

c) Capital Outlay. (Include machines, computers, remodeling space, large items.)

Since this class will take place remotely, students must have internet access and access to Zoom/Google Meet. Must have either a Learning Management System (LMS) or a Student Information System (SIS) that uses LTI and allows write-back into an SIS grade book. Learners will need access to laptops or desktops, as well as consistent Internet access. SRVUSD Technology Department would need to complete the integration of the LMS.

d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)

Hours logged by Technology Department to integrate the program with the LMS
Salary of the teacher

e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)

Same as above

f) List funding sources that will be used to pay for the above costs.

Same funding sources as currently pay for staff.

New Course Proposal Course Outline - High School Curriculum Continued

Department:	Career Technical Education		
Course Title:	IT Support: Training & Certification		
Grade Level:	11th and 12th		
Course Length:	semester		
Credits:	10		
Prerequisites/Guidance Information:	Should be followed within 1 semester by IT Support: Professional Experience		
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
<p>The Google IT Support Professional Certification and Training is a hands-on, online program designed to prepare beginner learners for entry-level jobs in IT support upon completion of the certificate, or continued education in the field. The program is exclusively developed by Google and covers all the fundamentals of IT support, including troubleshooting, customer service, networking, operating systems, system administration, and security. Successful completion of the first semester of this course qualifies students for Google IT Support Professional Certification which certifies their competence.</p>			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
<p>This course contains 5 modules:</p> <ol style="list-style-type: none"> 1. Technical Support Fundamentals 2. The Bits and Bytes of Computer Networking 3. Operating Systems and You: Becoming a Power User 4. System Administration and IT Infrastructure Services 5. IT Security: Defense against the digital dark arts 			
<p>Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.</p>			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
<p>There are graded quizzes and graded hands-on labs throughout the program that learners must pass with an 80% or above in order to complete each course and earn the full certificate. Since it is a remote class, students will be offered grades for participation, using the provided discussion prompts in each Course Guide. The course will also utilize writing assignments as final projects or homework assignments.</p>			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
<p>This course demonstrates SRVUSD's mission of preparing responsible, ethical and productive citizens. Learning 21st century skills, including those that help bolster internet security, promotes their productivity and emphasizes ethical computer use. Paired with the Google Certification this course promotes responsibility.</p>			
Compliance with State Framework(s): (Which ones, and in what way?)			
<p>Computer Science Standards were adopted in 2018, but are not yet promulgated. Nevertheless, the adopted guidelines include several items that are in compliance with this course. By high school graduation students are expected to:</p> <p>9-12.NI.4 Describe issues that impact network functionality. 9-12.CS.3 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. 9-12.NI.6 Compare and contrast security measures to address various security threats.</p>			

SIGNATURES

Prepared by: _____

Date: _____

Principal Approval: _____

Date: _____

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

DATE: JANUARY 8, 2022

**TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO THE MEASURE
D MASTER PROGRAM BUDGET**

DISCUSSION: At the January 26, 2022 Facilities Oversight and Advisory Committee (FOAC) meeting, the Finance Subcommittee reviewed the Master Program Budget (MPB) and recommended acceptance by the full committee. The FOAC accepted the amended MPB and the budget changes that are reflected on the MPB Comparison Report and recommends Board approval.

The revised MPB is attached and has been updated to include actual expenditures through December 31, 2021.

RECOMMENDATION: Staff recommends the Board approve the revisions to the amended Measure D Master Program Budget which include budget changes that are reflected on the Master Program Budget Comparison Report.

BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities



Daniel Hillman
Assistant Superintendent
Business Operations and Facilities



Dr. John Malloy
Superintendent

San Ramon Valley USD - Measure D Program Budget
MPB Comparison Report
Prepared: December 31,2021
Expenditures through 12-31-2021

FUNDING			
Type of Funding	Previous Funding	Current Funding	Change
Measure D Bond	260,000,000	260,000,000	-
Interest Income	7,816,497	7,841,352	24,855
Developer Fee	404,000	404,000	-
Other Local	800,000	800,000	-
CTE Grant	411,688	411,688	-
Town of Danville	1,450,000	1,450,000	-
Transfer Measure D Interest Revenue to CIP	(7,816,497)	(7,841,352)	(24,855)
Total Funding	263,065,688	\$ 263,065,688	-

Proj ID	Project	Budget			Expenditures		
		Previously Reported 10-15-21	Current	Change	Previously Reported 10-15-21	Current Expenses Thru 12-31-21	Change
Completed Projects/Near Completed							
0504	Bella Vista	32,410,785	32,410,785	-	32,410,785	32,410,785	-
0525	Cal High Bleachers	1,046,442	1,046,442	-	1,046,442	1,046,442	-
0522	Del Amigo Replace Fire Alarm and Intercom	104,086	104,086	-	104,086	104,086	-
0505	DVHS Classroom Building	6,996,915	6,996,915	-	6,996,915	6,996,915	-
0506	DVHS GTAE	-	-	-	-	-	-
0532	Los Ceros Restrooms	46,135	46,135	-	46,135	46,135	-
0524	MVHS Bleachers	1,748,764	1,748,764	-	1,748,764	1,748,764	-
0519	MVHS Seismic	1,215,287	1,215,287	-	1,215,287	1,215,287	-
0518	Neil Armstrong Seismic	1,721,845	1,721,845	-	1,721,847	1,721,847	-
0523	SRVHS Bleachers	1,778,036	1,778,036	-	1,778,036	1,778,036	-
0528	SRVHS Pool Solar	43,855	43,855	-	43,855	43,855	-
0534	Tassajara Hills Relocatable Renovation	59,982	59,982	-	59,982	59,982	-
0509	Twin Creeks Administration Building	2,536,537	2,536,537	-	2,536,537	2,536,537	-
0517	Walt Disney Seismic	843,680	843,680	-	843,680	843,680	-
0521	Upgrade Electrical Multiple Sites	151,822	151,822	-	151,822	151,822	-
0536	Cal High Pedestrian Bridge	267,055	267,055	-	267,055	267,055	-
0508	Cal High Science Modernization	3,831,080	3,831,080	-	3,831,080	3,831,080	-
0533	DVMS Special Ed Restroom	161,074	161,074	-	161,074	161,074	-
	<i>San Ramon Valley High School</i>	<i>68,952,478</i>	<i>68,952,478</i>	-	<i>68,712,475</i>	<i>68,713,017</i>	<i>542</i>
0507	SRVHS Classroom Building	65,790,336	65,790,336	-	65,550,333	65,550,875	542
0507	SRVHS Classroom Building-Interim Housing	3,162,142	3,162,142	-	3,162,142	3,162,142	-
0538	SRVHS Classroom Building Phase 2	-	-	-	-	-	-
0520	SRVHS Replace Fire Alarm	-	-	-	-	-	-
	<i>Stone Valley Middle School</i>	<i>43,573,299</i>	<i>43,573,299</i>	-	<i>35,531,281</i>	<i>35,528,719</i>	<i>(2,562)</i>
0501	SVMS	41,659,159	41,659,159	-	33,817,141	33,614,579	(2,562)
0501	SVMS -Interim Housing	1,914,140	1,914,140	-	1,914,140	1,914,140	-
0512	Golden View Modernization	9,928,262	9,928,262	-	9,912,337	9,912,837	500
0513	Montevideo Modernization	9,035,913	9,235,913	200,000	8,819,166	8,963,142	143,976
0511	Rancho Romero Modernization	4,686,000	4,686,000	-	4,214,796	4,236,388	21,592
0510	Vista Grande Modernization	5,097,672	5,097,672	-	4,334,116	4,342,901	8,785
0514	Green Valley Modernization	6,183,270	6,183,270	-	6,183,270	6,183,270	-
0515	Sycamore Valley Modernization	7,085,836	7,085,836	-	6,567,675	6,577,970	10,295
Projects in Construction							
0531	Cal High Modernize Commons and Kitchen	2,395,800	2,395,800	-	616,618	799,991	183,373
0530	Alamo Modernize Two Classrooms	1,217,900	1,217,900	-	203,836	467,681	263,845
0516	Charlotte Wood Modernization	10,372,800	10,372,800	-	6,369,992	7,628,605	1,258,613
0541	Twin Creeks Classroom Modernization	8,854,100	8,854,100	-	3,533,010	5,507,646	1,974,636
District Wide Projects							
0537	ADA Upgrades District-Wide	1,175,800	1,175,800	-	237,017	237,017	-
CRTECH	CR and Infrastructure Technology	7,500,000	7,500,000	-	7,479,477	7,479,477	-
0529	Energy Management Systems	1,405,100	1,405,100	-	1,367,761	1,367,761	-
0527	Security Cameras	1,010,400	1,010,400	-	703,974	703,974	-
0542	Fencing and Gating	-	952,578	952,578	-	-	-
0543	Play Structures	-	1,500,000	1,500,000	-	-	-
0544	Clock/Bell Speaker Upgrades	-	260,000	260,000	-	-	-
0604	Projector Upgrades	-	1,450,000	1,450,000	-	-	-
Projects Subtotal		243,437,810	247,800,388	4,362,578	219,750,182	223,613,790	3,863,595
0500	Measure D Program Expense	15,265,300	15,265,300	-	13,492,079	13,781,814	289,735
	Construction Cost Escalation Reserve	-	-	-	-	-	-
	District Wide Interim Housing Reserve	-	-	-	-	-	-
	Program Reserve	-	-	-	-	-	-
Program Expenses Subtotal		15,265,300	15,265,300	-	13,492,079	13,781,814	289,735
Total Project & Program		258,703,110	263,065,688	4,362,578	233,242,261	237,395,594	4,153,330
Program Balance (Unassigned Budgets)		4,362,578	-	(4,362,578)	-	-	-
Total Program		263,065,688	263,065,688	-	-	-	-

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

DATE: FEBRUARY 8, 2022

TOPIC: PREVIEW OF TEXTBOOK

DISCUSSION: It is requested that the following textbook be adopted for use beginning immediately following adoption.

<i>Hoot</i>	Carl Hiaasen Yearling Copyright 2002	All Middle Schools English/ELA Grade 6	\$7.99
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Hoot storyline is centered on ecological/environmental issues and its themes consider privilege, power, and bias in a format that is easily accessed by our students at all reading abilities. This novel supplements the nonfiction texts students access for the research phase of the argument and informational writing units. This book has been previewed for age appropriateness and educational content.


District Policy 6161.1 requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that this textbook will be on display in the Educational Services Department (Building D) from February 8, 2022 through February 22, 2022. This textbook will be presented to the School Board on February 22, 2022 for adoption.

RECOMMENDATION: The administration recommends adoption of this textbook after the required preview period.

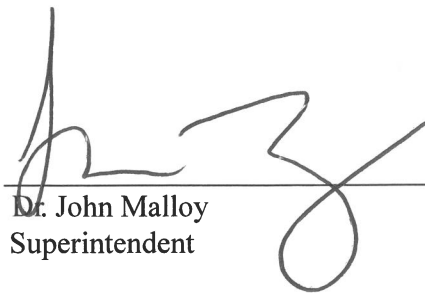
BUDGET IMPLICATIONS: District Instructional Material funds and/or site donations will be used to purchase this book.



Debra Petish
Executive Director of Curriculum & Instruction



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

11.9

Item Number

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

DATE: FEBRUARY 8, 2022

TOPIC: ADOPTION OF TEXTBOOK

DISCUSSION: It is requested that the following textbook be adopted for use beginning immediately following adoption.

<i>When the Emperor Was Divine</i>	Julie Otsuka Anchor Books/Random House Copyright 2002	All High Schools English 11/ELA Grade 11	\$18.05
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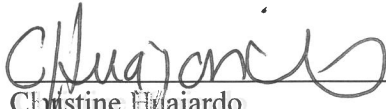
When the Emperor Was Divine highlights the work of a female author who is Japanese, and also in class assignments on the Japanese Incarceration, the power of fiction, and the author’s craft. The work with the novel has been well received by students. This book has been previewed for age appropriateness and educational content.

RECOMMENDATION: The administration recommends adoption of this textbook after the required preview period.

BUDGET IMPLICATIONS: District Instructional Material funds and/or site donations will be used to purchase this book.



Debra Petish
Executive Director of Curriculum & Instruction



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

11.10
Item Number

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


DATE: February 8, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 60/21-22,
AUTHORIZING DISTRICT REPRESENTATIVES WITH OFFICE OF
PUBLIC SCHOOL CONSTRUCTION DEPARTMENT OF GENERAL
SERVICES


DISCUSSION: Signatory authorizations are reviewed and updates as needed in the school district. Due to personnel changes, it is necessary to adopt Resolution No 60/21-22, effective February 8, 2022 until revoked or superseded.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 60/21-22, Authorizing District Representatives with Office of Public School Construction Department of General Services.

BUDGET IMPLICATIONS: None



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

CONSIDERATION OF ADOPTION OF RESOLUTION NO. 60/21-22, AUTHORIZING DISTRICT REPRESENTATIVES WITH OFFICE OF PUBLIC SCHOOL CONSTRUCTION DEPARTMENT OF GENERAL SERVICES

WHEREAS, the San Ramon Valley Unified School District intends to file applications for funding under the School Facility Program as provided in Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et. seq., of the Education Code; and

WHEREAS, a condition of processing the various applications under the School Facility Program is a resolution in support of those applications from the San Ramon Valley Unified School District Board of Education and signatures of the San Ramon Valley Unified School District Administration; and

WHEREAS, the San Ramon Valley Unified School District wishes to submit application for eligibility determination and funding and any other applications as necessary for programs including, but not limited to, modernization, and new construction.

NOW, THEREFORE, BE IT RESOLVED, that the San Ramon Valley Unified School District Board of Education is in support of necessary applications under the School Facility Program and that the individuals identified below are authorized to sign all documents and papers associated with the applications for funding:

1. Dr. John Malloy, Superintendent
2. Daniel Hillman, Chief Business Officer

PASSED AND ADOPTED at the regular meeting of this Board held on February 8, 2022 by the following called vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Dr. John Malloy
Secretary of the Board of Education of the
San Ramon Valley Unified School District
of Contra Costa County, State of California

**ELIGIBILITY DETERMINATION
SCHOOL FACILITY PROGRAM****GENERAL INFORMATION**

This form is used by the School District to calculate the district's eligibility for new construction and modernization funding under the School Facility Program (SFP). The business address entered on the application should be the location that the school district wishes the Office of Public School Construction (OPSC) to mail all correspondence regarding this application.

Part I

Complete to designate or change the authorized district representative and/or alternate. Should this be the case, complete the school district information, identify the district representative(s) in Part I and complete the district certification information at the bottom of the form, including the date the district's governing board took appropriate action.

Part II

Complete for new construction baseline eligibility determination. This part is also used to request an adjustment to an approved new construction baseline eligibility as a result of subdivisions (f), (k) and (l) of Section 1859.51 due to either errors or omissions of information submitted by the district when it requested the initial baseline eligibility, because of a reorganization election that has changed the classroom inventory of the district or to change the classroom inventory that was reported at the time the district requested its initial determination of existing school building capacity as a result of special day class loading. The following documentation is necessary to determine new construction baseline eligibility and must be submitted with this form:

- A completed Form SAB 50-01 based on the latest enrollment data.
- A completed Form SAB 50-02.

Part III

Complete for modernization baseline eligibility determination at a specific site. Districts must be able to provide a drawing of the site where eligibility for modernization is generated with its request for an eligibility determination. The drawing must identify all permanent and portable classrooms on the site and their ages. If the district intends to use the square footage method in Option B, the drawings must also identify the square footage of all facilities on the site.

Part III is also used to request an adjustment to the approved baseline eligibility at a specific site as a result of subdivisions (c), (d), (e), (g), (i), and (k) of Section 1859.61 due to one or more of the following:

- an increase in enrollment,
- additional facilities becoming at least 20/25 years old,
- facilities becoming eligible for an additional modernization apportionment, for permanent school buildings every 25 years after the date of its previous apportionment or for portable classrooms every 20 years after the date of its previous apportionment,
- because of errors or omissions of information submitted by the district when it requested the initial baseline eligibility for the site, or
- to change the classroom inventory that was reported at the time the district requested its initial determination of existing school building capacity as a result of special day class loading,

- a replacement of a facility that was previously deemed eligible for modernization but subsequently replaced in a project funded with local funds with no participation from the State. The district should submit a site diagram indicating the replaced facilities and a copy of the contract for construction or acquisition of facilities.

The following documentation is necessary (if not previously submitted to the OPSC) to determine modernization baseline eligibility and must be submitted with this form (as appropriate):

- Site diagram of school where modernization funding is requested. The diagram must indicate the ages and number of all permanent and portable classrooms on the site in accordance with the gross classroom inventory as provided by Section 1859.31.
- If the modernization eligibility will be determined by Option B, the site drawings must also include square footage and/or dimensions of all buildings on the site.

It is not necessary to complete Part III if the district is only requesting funding for new construction and it is not necessary to complete Part II if the district is only requesting funding for modernization.

A district may request that eligibility for new construction or modernization be reviewed and approved by the Board pursuant to Section 1859.20 prior to submitting Form SAB 50-04 to the Board.

For a list of the documents that must be submitted in order for the OPSC to deem an eligibility request for new construction or modernization complete and ready for OPSC processing, consult the OPSC Web site at www.dgs.ca.gov/opsc.

SPECIFIC INSTRUCTIONS**Part I – District Representative Information**

Enter the name(s) of district employee(s) that can act on behalf of the district's board. A consultant who is on contract with the district to communicate with the OPSC on behalf of the district's board may be listed. The designee of the Superintendent of Public Instruction shall file modernization applications on behalf of the California Schools for the Deaf and Blind.

Part II – New Construction Eligibility Determination

Indicate if this request is for a new or adjusted eligibility determination. Enter the district-wide information unless filing on a High School Attendance Area (HSAA) or Super HSAA basis. The enrollment projection and the existing school building capacity data are obtained from information reported and determined on the Form SAB 50-01 and the Form SAB 50-02. Once the OPSC has verified the information provided on these forms, it will automatically be transferred to this form to determine the district's eligibility for new construction. The district may manually enter the information from these forms and compute its eligibility; however, it may be adjusted by the OPSC based on verification of Form SAB 50-01 and Form SAB 50-02.

1. Enter either the fifth-year or the tenth-year projected enrollment as shown in Part I of Form SAB 50-01 for grades K–6, 7–8, 9–12 and for the total of non-severe and severe special day class (SDC) projected enrollment.

ELIGIBILITY DETERMINATION SCHOOL FACILITY PROGRAM

2. Enter the amounts on Form SAB 50-02, Part III, line 3 for grades K–6, 7–8, 9–12, non-severe and severe.
3. New construction eligibility (i.e., the “baseline eligibility”) is determined by subtracting the existing school building capacity (line 2) from the projected five year enrollment (line 1). Report negative numbers in brackets.

Adjustments to the district’s new construction baseline eligibility will be made by the OPSC pursuant to Section 1859.51. Contact your project manager at the OPSC for the adjusted baseline eligibility for future request for new construction grants.

Part III – Modernization Eligibility Determination

Modernization eligibility is calculated based on information at a specific site when modernization SFP grants are requested within the district. Therefore, completion of Form SAB 50-01 and Form SAB 50-02 are not needed to determine eligibility for modernization funding. Since the eligibility is site specific, the district must submit a separate Form SAB 50-03 for each site for which it is requesting modernization funding. Indicate if this request is for new baseline eligibility determination or for an adjustment to an approved baseline eligibility as a result of Section 1859.61.

The district may use one of two options to calculate its modernization eligibility at a specific site within the district. The district may select only one option at a time to calculate its modernization eligibility at any given school site. The district may switch options at a later date, if it results in a net gain in eligibility at the site, regardless of whether a funding application has been submitted. Hence, for purposes of adjusting modernization eligibility to include non-classroom buildings previously modernized under the Lease-Purchase Program, a district may switch options for the purposes of obtaining additional modernization apportionments as provided by Section 1859.78.8. To assure timely processing of the application, districts must provide a drawing of the site (if not previously submitted to the OPSC) where modernization funds are generated with the eligibility request to the OPSC. The drawing must identify all permanent and portable classrooms and their ages on the site. If the square footage of Option B is selected, the drawings must also identify the square footages of all facilities on the site. For purposes of determining the age of the building for modernization funding, the 25/20 year period shall begin 12 months after the plans for the building were approved by the Division of the State Architect (DSA); or in the case of permanent or portable classrooms previously modernized with State funds, which are eligible for an additional apportionment, the 25/20 year period shall begin on the date of its previous modernization apportionment. Any drawing that includes classrooms eligible for an additional apportionment pursuant to Section 1859.78.8 should specify both the date the classroom’s plans were originally approved by the DSA and the date of its previous modernization apportionment.

1. Enter the school site name from the California Public School Directory published by the California Department of Education.

Option A

2. Enter the number of permanent classrooms by grade level at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 that are at least 25 years old and include any

permanent classrooms not previously reported that have become at least 25 years old. If the school is a 6–8 middle school only, then report all classrooms at the 7–8 grade level. If this request is to adjust the classrooms reported for non-severe or severe pupil loading, the total classrooms reported must be equal to the classrooms reported at the time of the district request for initial modernization baseline eligibility. In no event may the number of classrooms reported for non-severe or severe pupils exceed the number of classrooms needed to house non-severe and severe pupils as reported on line 6 using loading standards of 13 for non-severe and 9 for severe classrooms. For purposes of the California Schools for the Deaf and Blind, the loading standard for these severe pupils shall be 9.

3. Enter the total number of portable classrooms by grade level at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 that are at least 20 years old and include any portable classrooms not previously reported that have become at least 20 years old. If the school is a 6-8 middle school only, then report all classrooms at the 7–8 grade level. If this request is to adjust the classrooms reported for non-severe or severe pupil loading, the total classrooms reported must be equal to the classrooms reported at the time of the district request for initial modernization baseline eligibility. In no event may the number of classrooms reported for non-severe or severe pupils exceed the number of classrooms needed to house non-severe and severe pupils as reported on line 6 using loading standards of 13 for non-severe and 9 for severe classrooms.
4. Add lines 2 and 3 by the grades shown.
5. Multiply line 4 by 25 for K–6, 27 for 7–8 and 9–12, 13 for non-severe and 9 for severe.
6. Enter the latest California Basic Educational Data Systems (CBEDS) enrollment for the school site identified as it would have been reported utilizing the criteria in Parts A, C and D of Form SAB 50-01. Report continuation high pupils as 9–12. If the school is a 6–8 middle school only, report 6th graders as 7–8.
7. Modernization eligibility (i.e., the baseline eligibility) is the lesser of each column of lines 5 or 6.

Option B

2. Enter the total number of permanent classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all permanent square footage at the site that is at least 25 years old.
3. Enter the total number of portable classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all portable square footage at the site that is at least 20 years old pursuant to Section 1859.60.
4. Add lines 2 and 3.
5. Enter the remaining number of permanent and portable classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all remaining permanent or portable space that is under 25/20 years old.
6. Add lines 4 and 5.
7. Determine the percentage of space on the site that is at least 25/20 years old by dividing line 4 by line 6. Round to four decimal places.

STATE OF CALIFORNIA

**ELIGIBILITY DETERMINATION
SCHOOL FACILITY PROGRAM**

SAB 50-03 (REV 12/10)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

8. Enter the latest CBEDS enrollment for each grade group at the school site identified as it would have been reported utilizing the criteria in Parts A, C and D of Form SAB 50-01. Report continuation high pupils as 9–12. If the school is a 6–8 middle school only, report 6th graders as 7–8.
9. Modernization eligibility (i.e., the baseline eligibility) is determined by multiplying line 7 by each grade group reported in line 8. Round up.

Adjustments to the District's modernization baseline eligibility will be made pursuant to Section 1859.61. These adjustments will be made by the OPSC. Contact your project manager at the OPSC for the adjusted baseline eligibility for future requests for modernization grants at the specific site.

STATE OF CALIFORNIA
ELIGIBILITY DETERMINATION
SCHOOL FACILITY PROGRAM
 SAB 50-03 (REV 12/10)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 4 of 4

SCHOOL DISTRICT SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT	FIVE-DIGIT DISTRICT CODE NUMBER (SEE CALIFORNIA PUBLIC SCHOOL DIRECTORY) 61804
BUSINESS ADDRESS 699 OLD ORCHARD DRIVE	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (IF APPLICABLE)
CITY/COUNTY DANVILLE, CA 94526	CONTRA COSTA COUNTY

Part I – District Representative Information

The following individual(s) have been designated as district representative(s) by school board minutes or the designee of the Superintendent of Public Instruction:

DISTRICT REPRESENTATIVE DR. JOHN MALLOY	TELEPHONE NUMBER (925) 552-2933	E-MAIL ADDRESS jmalloy@srvusd.net
DISTRICT REPRESENTATIVE DANIEL HILLMAN	TELEPHONE NUMBER (925) 552-2905	E-MAIL ADDRESS dhillman@srvusd.net

Part II – New Construction Eligibility Determination NEW ADJUSTED

	K-6	7-8	9-12	Non-Severe	Severe
1. Projected Enrollment (Part I, Form SAB 50-01)					
2. Existing School Building Capacity (Part III, Line 3 of Form SAB 50-02)					
3. New Construction Baseline Eligibility (Line 1 minus Line 2)	0	0	0	0	0

Part III – Modernization Eligibility Determination NEW ADJUSTED

1. School Name					
Option A	K-6	7-8	9-12	Non-Severe	Severe
2. Permanent classrooms at least 25 years old					
3. Portable classrooms at least 20 years old					
4. Total (Lines 2 and 3)	0	0	0	0	0
5. Multiply Line 4 by: 25 for K-6, 27 for 7-8 and 9-12, 13 for Non-Severe and 9 for Severe	0	0	0	0	0
6. CBEDS enrollment at school					
7. Modernization Eligibility (lesser of each column of Lines 5 or 6)	0	0	0	0	0
Option B					
2. Permanent space at least 25 years old (report by classroom or square footage)					
3. Portable space at least 20 years old					
4. Total (Lines 2 and 3)	0.00				
5. Remaining permanent and portable space (report by classroom or square footage)					
6. Total (Lines 4 and 5)	0.00				
7. Percentage (divide Line 4 by Line 6)	0.00%				
	K-6	7-8	9-12	Non-Severe	Severe
8. CBEDS enrollment at school					
9. Modernization Eligibility (multiply Line 7 by each grade group reported on Line 8)	0	0	0	0	0

I certify, as the District Representative, that the information reported on this form is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district or the designee of the Superintendent of Public Instruction; and,
- A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code was adopted by the School District's Governing Board or the designee of the Superintendent of Public Instruction on 1/8/2022; and,
- This form is an exact duplicate (verbatim) of the form provided by Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE	DATE
NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) Daniel Hillman	E-MAIL ADDRESS dhillman@srvusd.net
	TELEPHONE (925) 552-2905