



BOARD OF EDUCATION MEETING AGENDA

November 15, 2022

District Boardrooms A & B

5:30 p.m. CLOSED SESSION

7:00 p.m. OPEN SESSION

Ken Mintz, President
Rachel Hurd, Vice President
Laura Bratt, Clerk

Shelley Clark, Member
Susanna Ordway, Member
Anya Ayyappan, Student Board 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 items: *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 any 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 comments.
 - 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 552-5500 during business hours.

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
November 15, 2022
5:30 p.m.**

1.0 Call to Order

2.0 Attendance

3.0 Acceptance of Closed Session Agenda and Public Comment

Adjournment to Closed Session

4.0 Closed Session Agenda

4.1 Conference with Legal Counsel- Anticipated Litigation

- a) Significant Exposure to Litigation Pursuant to Government Code 54956.9 (2): Two Cases

4.2 Conference with Legal Counsel - Anticipated Litigation

(Initiation of litigation pursuant to Gov. Code section 54956.9 Sub. (d)(4))

- a) One Case

4.3 Conference with Legal Counsel - Anticipated Litigation

(Govt Code Section 54956.9 (b))

- a) Significant Exposure to Litigation: One Case

4.4 Public Employee Discipline/Dismissal/Release

(Government Code Section 54957, subd. (b) (1))

Adjournment



OPEN SESSION

District Boardrooms A & B
November 15, 2022
7:00 p.m.

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 October 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 Student Recognition - 2022 American Legion Delegates **Oral**
 - 9.2 Recognition of Retiring Board Member **Oral**
 - 9.3 School Highlight - Vista Grande Elementary School **Oral**
 - 9.4 Strategic Direction - Deep Learning, Innovation and Equity **Oral**
 - 9.5 Substitute Educators Appreciation Day - November 18, 2022 **Oral**
 - 9.6 Public Comment for Non-Agenda Item (Comments Limited to Three Minutes) **Oral**
 - 9.7 Association Presidents' Report **Oral**
 - 9.8 Student Board Member's Report **Oral**
 - 9.9 Superintendent's Report **Oral**
- 10.0 Action Items/Public Hearings**
 - 10.1 Public Disclosure of the Major Provisions of the 2022-23 California School Employees Association, Chapter #65, Units II and III (CSEA) Agreements in Accordance with the Requirements for AB1200, AB2756 & Govt. Code 3547 **Enclosure**
 - 10.2 Consideration of Approval of a Tentative Agreement Between the San Ramon Valley Unified School District and the California School Employees Association (CSEA), Chapter #65, Unit II, for a 2022-2025 Successor Contract **Enclosure Action**

10.3	Consideration of Approval of a Tentative Agreement Between the San Ramon Valley Unified School District and the California School Employees Association (CSEA), Chapter #65, Unit III, for a 2022-2025 Successor Contract	Enclosure Action
10.4	Consideration of Approval of the SRVUSD Title 1 Parent and Family Engagement Policy	Enclosure Action
10.5	Consideration of Approval of Revisions to Board Policy 6170.1 Transitional Kindergarten	Enclosure Action
10.6	Consideration of Approval of Revisions to Board Policy 1230, School Connected Organizations	Enclosure Action
10.7	Consideration of Adoption of the Remaining 2022-23 Annual Resolutions (72/22-23 through 76/22-23)	Enclosure Action
11.0	Informational Items	
11.1	First Reading of New Administrative Regulation 1230, School Connected Organizations	Enclosure
11.2	Review of Drainage Improvement Options for Stone Valley Middle School	Enclosure
12.0	Consent Items	
12.1	Consideration of Approval of Certificated Personnel Changes	Enclosure Consent
12.2	Consideration of Approval of Classified Changes	Enclosure Consent
12.3	Ratification of Warrants	Enclosure Consent
12.4	Declaration of Surplus Instructional Materials	Enclosure Consent
12.5	Declaration of Surplus Property	Enclosure Consent
12.6	Consideration of Approval of Contracts/Purchases Over \$50,000	Enclosure Consent
12.7	Consideration of Adoption of Resolution #68/22-23, Approving Routine Budget Revisions	Enclosure Consent
12.8	Consideration of Approval of the 2023-24 Budget/LCAP Development Calendar	Enclosure Consent
12.9	Consideration of Adoption of Resolution No. 66/22-23, Authorizing District Representatives with the Office of Public School Construction Department of General Services	Enclosure Consent
12.10	Consideration of Adoption of Resolution 69/22-23, For Authorizing Participation in the Carl Moyer Memorial Air Quality Standards Attainment Program for School Bus Replacement Grant	Enclosure Consent

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| 12.11 | Consideration of Adoption of Resolution 70/22-23, Authorizing Participation in the Volkswagen Environmental Mitigation Trust For School Bus Replacement Grant | Enclosure
Consent |
| 12.12 | Consideration of Adoption of Resolution No. 65/22-23, Approval of Assignment Outside of Credential Per Education Code 44258.2 | Enclosure
Consent |
| 12.13 | Consideration of Adoption of Resolution No. 64/22-23, Student Teacher Agreements for the 2022-23 School Year | Enclosure
Consent |
| 12.14 | Consideration of Adoption of Resolution No. 67/22-23, Approval of Assignment Outside of Credential Per Education Code 44256 | Enclosure
Consent |
| 12.15 | Consideration of Approval of Revisions to Board Policy and Administrative Regulation 6174 Education For English Language Learners | Enclosure
Consent |
| 12.16 | Consideration of Approval of Revisions to Board Policy and Administrative Regulation 0460 Local Control and Accountability Plan | Enclosure
Consent |
| 12.17 | Consideration of Approval of Revisions to Board Policy and Administrative Regulation 6145.2 Athletic Competition | Enclosure
Consent |
| 12.18 | Consideration of Approval of Bid Award for Charlotte Wood Middle School Security Fence and Gate Project - Golden Bay Fence Plus Iron Works, Inc. | Enclosure
Consent |
| 12.19 | Consideration Of Adoption of Resolution No. 41/22-23, Notice of Completion for California High School, Monte Vista High School and San Ramon Valley High School Synthetic Turf Replacement – Field Turf USA, Inc. | Enclosure
Consent |
| 12.20 | Consideration of Adoption of Resolution No. 42/22-23, Notice of Completion for Monte Vista High School Swimming Pool Renovation Project | Enclosure
Consent |
| 12.21 | Consideration of Adoption of Resolution No. 43/22-23, Notice of Completion for California High School Growth Improvements | Enclosure
Consent |
| 12.22 | Consideration of Adoption of Resolution No. 44/22-23, Notice of Completion for Stone Valley Middle School Old Multi-Purpose Building Demolition | Enclosure
Consent |
| 12.23 | Consideration of Adoption of Resolution No. 45/22-23, Notice of Completion for California High School Kitchen Renovation | Enclosure
Consent |
| 12.24 | Consideration of Rejection of Claim #614067 Against the District | Enclosure
Consent |

13.0 Administrative Matters

- 13.1 Board Members' Reports

Oral

Adjournment



BOARD OF EDUCATION MEETING

October 18, 2022

MINUTES FROM REGULAR MEETING

The video from this meeting can be found on the District website at www.srvusd.net.
The audio timestamp associated with the agenda item is noted under the title.

- 1.0 Call to Order** The meeting was called to order at 5:32 PM.
- 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 Superintendents Keith Rogenski and Stella Kemp, Executive Director Jon Campopiano, Director Ilana Israel-Samuels, Legal Representation from Lozano Smith, Arne Sandberg and Recording Secretary Cindy Fischer
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Laura Bratt, seconded by Shelley Clark the closed session agenda was approved (5/0). There was no public comment.
- 4.0 Closed Session** The closed session was adjourned at 7:02PM.
- Board President Ken Mintz reconvened the meeting at 7:04PM
- 5.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Ken Mintz, Board Vice President Rachel Hurd, Board Clerk Laura Bratt, Board Members Suzanna Ordway, and Shelley Clark. Student Board Member Anya Ayyappan.
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski and Stella Kemp, Executive Directors Nadine Rosenzweig and Jon Campopiano, Directors Evan Miller, Hong Nguyen, Kit Bragg, Chris George, Kelly Hilton and Ilana Israel Samuels.
- Others Present: 50 visitors attended. Recording Secretary Cindy Fischer
- 6.0 Report of Action Taken in Closed Session** The Board appointed Isma'ill al-Shabazz, Director of Custodial Operations effective immediately. (5/0)
- 7.0 Acceptance of Minutes** On a motion by Rachel Hurd seconded by Susanna Ordway , the September 20, 2022 regular meeting and special meeting minutes were approved as amended. (4/0) Ayyappan (advisory) - yea, Laura Bratt abstained as she was absent from the meeting.
- 8.0 Agenda Approval and Consent Action**

- 8.1 Acceptance of Open Session Agenda** On a motion by Shelley Clark seconded by Susanna Ordway the open session agenda was approved. (5/0) Ayyappan (advisory) - yea.
- 8.2 Approval of Consent Agenda** On a motion by Shelley Clark seconded by Rachel Hurd, the consent agenda was approved as amended. (5/0) Ayyappan (advisory) - yea. Agenda items 12.5, 12.6, 12.7, 12.12, 12.13, and 12.14 were pulled. President Mintz thanked the outgoing members of the Parcel Tax Committee.
- 9.0 Reports to Board**
- 9.1 Student Recognition** The Board acknowledged the winners of the Tri-Valley Literacy Contest. Prakriti Sazena, Gayathri Viswanath, Angelina Ge, Catherine Vuletic, Meghan Boyle, Sarah Ham, Alex Hanin, Shriya Shridhar, Sheha Ganesh
Public Comment: None
- 9.2 Blue Ribbon Schools** The Board acknowledged the schools and principals at Coyote Creek Elementary, Gale Ranch Middle, Iron Horse Middle and Windemere Ranch Middle.
Public Comment: None
- 9.3 Teacher of the Year** Teacher of the Year Chavonta Edington from Diablo Vista Middle shared her finalist speech.
Public Comment: None
- 9.4 National Native American Heritage Month - November** Director Hong Nguyen shared the presentation
Public Comment: None
- 9.5 Week of the School Administrator** Assistant Superintendent Keith Rogenski shared the presentation
Public Comment: None
- 9.6 Red Ribbon Week** Executive Director Jon Campopiano shared the presentation.
Public Comment: Tywon Sacontrie (34.43)
- 9.7 Staff Presentation on the Naloxone Program** Executive Director Jon Campopiano shared the presentation
Public Comment:
Michelle Petersen (49.00)
Tywon Sacontrie (50.24)
- 9.8 CAASPP Testing Data** Director Kit Bragg shared the presentation
Public Comment:
Matt Hoffman (1.22.17)
Tywon Sacontrie (1.25.30)
- 9.9 Public Comment for Non Agenda Items** Mike Arata (1.29.05)
Bob Allen (1.32.33)
Elkin Pleat (1.07.03)
- 9.10 Association Presidents' Comments** CSEA President Tami Castelluccio and SRVEA Vice President Melinda Daly
Public Comment:
Tywon Sacontrie (1.43.35)
- 9.11 Student Board Member's Report** Student Board Member Anya Ayyappan shared her report.
Public Comment:
Tywon Sacontrie (1.48.57)
- 9.12 Superintendent Report** Superintendent John Malloy shared his report.
Public Comment:

Tywon Sacontrie ([1.58.40](#))
Matthew Hoffman ([2.01.52](#))

10.0 Action Items/Public Hearings

- 10.1 Public Disclosure of the Major Provisions of the 2022-23 San Ramon Valley Education Association (SRVEA) Agreement in accordance with the Requirements for AB1200, AB2756 & Govt. Code** Assistant Superintendent Stella Kemp reviewed the public disclosure.
Public Comment:
Michelle Peterson ([2.06.46](#))
Matthew Hoffman ([2.08.00](#))
- 10.2 Consideration of Approval of a Tentative Agreement between the San Ramon Valley Unified School District and the San Ramon Valley Education Association (SRVEA) for a 2022-2025 Successor Agreement** On a motion by Susanna Ordway seconded by Laura Bratt the Board adopted the tentative agreement between SRVUSD and SRVEA for a 2022-25 successor agreement (5/0) Ayyappan (advisory) - yea
Public Comment:
Tywon Sacontrie ([2.13.18](#))
- 10.3 Consideration of Adoption of Resolution No. 37/22-23, Approval of Provisional Internship Permit (PIP) Request(s)** On a motion by Rachel Hurd seconded by Laura Bratt the Board adopted resolution #37/22-23. (5/0) Ayyappan (advisory) - yea
Public Comment:
Matthew Hoffman ([2.17.30](#))
- 10.4 Consideration of Adoption of Resolution #36/22-23, In Support of Course-Bases Independent Study** On a motion by Shelley Clark seconded by Susanna Ordway the Board adopted resolution #36/22-23. (5/0) Ayyappan (advisory) - yea
Public Comment:
Tywon Sacontrie ([2.26.00](#))
- 10.5 Consideration of Approval of the Architect Selection for the Professional Planning Services for Facilities Master Plan** On a motion by Laura Bratt seconded by Susanna Ordway the Board approved the architect selection for the professional planning services for facilities master plan. (5/0) Ayyappan (advisory) - yea
Public Comment: None
- 10.6 Consent 12.5 Declaration of Surplus Property** On a motion by Susanna Ordway seconded by Shelley Clark the Board approved the declaration of surplus property. (5/0) Ayyappan (advisory) - yea
Public Comment:
None
- 10.7 Consent 12.6 Consideration of Approval of Contracts/Purchases over \$50,000** On a motion by Rachel Hurd seconded by Laura Bratt the Board approved the contracts and purchases over \$50,000. (5/0) Ayyappan (advisory) - yea
Public Comment:
None
- 10.8 Consent 12.7 Consideration of Adoption of Resolution 63/22-23, Approving Routine Budget Revisions** On a motion by Laura Bratt seconded by Shelley Clark the Board adopted resolution #63/22-23. (5/0) Ayyappan (advisory) - yea
Public Comment:
None
- 10.9 Consent 12.12 Consideration of Approval of Local Indicators 2022-23 LCAP Dashboard** On a motion by Rachel Hurd seconded by Susanna Ordway the Board approved the local indicators 22-23 LCAP dashboard self-assessment. (5/0) Ayyappan (advisory) - yea

	Self-Assessment	Public Comment: None
10.10 Consent 12.13	Consideration of Adoption of Resolution No. 38/22-23, Approval of Assignment Outside of Credential Per 44256	On a motion by Shelley Clark seconded by Rachel Hurd the Board adopted resolution #38/22-23. (5/0) Ayyappan (advisory) - yea Public Comment: Tywon Sacontrie (2.42.09)
10.11 Consent 12.14	Consideration of Adoption of Resolution No. 39/22-23, Approval of Assignment Outside of Credential Per 44258.2	On a motion by Susanna Ordway seconded by Laura Bratt the Board adopted resolution #39/22-23. (5/0) Ayyappan (advisory) - yea Public Comment: None
11.0	Informational Items	
11.1	First Reading of Revisions to Administrative Regulation 6174 Education for English Language Learners	Public Comment Tywon Sacontrie: (2.52.50)
11.2	First Reading of Revisions to Board Policy and Administrative Regulation 0460 Local Control and Accountability Plan	Public Comment Tywon Sacontrie: (2.59.32)
11.3	First Reading of Revisions to Board Policies and Administrative Regulation 6145.2 Athletic Competition	Public Comment: Tywon Sacontrie (3.05.17) Matt Hoffman (3.07.28)
12.0	Consent Items	
	12.1	Consideration of Approval of Certificated Personnel Changes
	12.2	Consideration of Approval of Classified Personnel Changes
	12.3	Ratification of Warrants
	12.4	Ratification of Purchase Orders
	12.5	Declaration of Surplus Property
	12.6	Consideration of Approval of Contracts/Purchases over \$50,000
	12.7	Consideration of Adoption of Resolution 63/22-23, Approving Routine Budget Revisions
	12.8	Consideration of Approval of Appointment of Members to Serve on the Parcel Tax Oversight Committee
	12.9	Consideration of Rejection of Claim #611668 Against the District
	12.10	Consideration of Approval of the Williams Uniform Complaint Quarterly Report

- 12.11 Adoption of Textbooks
- ~~12.12 Consideration of Approval of Local Indicators 2022-23 LCAP Dashboard Self-Assessment~~
- ~~12.13 Consideration of Adoption of Resolution No. 38/22-23, Approval of Assignment Outside of Credential Per 44256~~
- ~~12.14 Consideration of Adoption of Resolution No. 39/22-23, Approval of Assignment Outside of Credential Per 44258.2~~
- 12.15 Consideration of Adoption of Resolution No. 40/22-23, Approval of Assignment Outside of Credential Per 44263
- 12.16 Consideration of Approval of Revisions to Board Policy and Administrative Regulation 6158 Independent Study
- 12.17 Consideration of Approval of Revisions to Board Policy and Administrative Regulation 3110 Transfer of Funds, 3452 Student Activity Funds, 3511.1 Integrated Waste Management, 3530 Risk Management, and 7211 Developer Fees
- 12.18 Consideration of Approval of New Board Policy 3471, Parcel Taxes and Board Policy and Administrative Regulation 3523, Electronic Signatures
- 12.19 Consideration of Approval of Revisions to Administrative Regulation 6173.1 Education for Foster Youth

13.0 Administrative Matters

13.1 Board Member's Reports

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

Board Member Ordway attended the internship graduation for APAPA (Asian Pacific Islander American Public Affairs), she attended the American Legion luncheon with Board Member Clark and Run for Education. Ms. Ordway participated in Culture in the Community in San Ramon and did a site visit and lunch duty at Rancho Romero.

Board Member Clark visited Coyote Creek Elementary with the Mayor of San Ramon to present a certificate honoring the school for their Blue Ribbon Award. She also visited Country Club Elementary. She worked homecoming at San Ramon Valley High School, attended the American Legion boy's and girl's state luncheon and the Town of Danville liaison meeting with Board President Ken Mintz.

Board Clerk Bratt attended the TRAFFIX back to school breakfast and Run for Education. Along with fellow Board members she attended the Board workshop last Friday. She also attended the Del Amigo fall festival.

Board Vice President Hurd attended the Deep Learning and Innovation Steering Committee and Equity meeting. She also did yard duty at Bollinger Canyon Elementary. Ms Hurd will be leading an event on dyslexia with the Exceptional Education Committee.

Board President Mintz shared his appreciation for the collaboration across the valley which was seen through the Run for Education.

Public Comment:
Tywon Sacontrie (3.24.24)

Adjournment

10:30PM

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022

TOPIC: STRATEGIC DIRECTIONS: DEEP LEARNING & INNOVATION AND EQUITY

DISCUSSION

In the summer of 2021, SRVUSD's Strategic Directions were approved by the Board of Education. These directions have provided us with a roadmap on how to move toward our vision of ensuring that we are meeting the needs of all of our students. This report focuses on two of these directions - **Deep Learning and Innovation** and **Equity**.

SRVUSD is built upon a foundation of academic excellence. It is important to acknowledge our success and continue to cultivate a culture of improvement where we work together to elevate our practices, policies, and school environments. This will ensure that all students can achieve their full potential. While we are one of the highest achieving school districts in California, not all of our students learn at deep levels or feel the sense of connectedness and belonging at school they need to achieve.

We are committed to providing effective instruction to every student and precise interventions when students need additional strategies to learn in safe and inclusive learning environments. Our Strategic Directions provide us with actionable steps and help us advance our goals so **all students** will achieve academically and thrive in their school environment.

STRATEGIC DIRECTIONS

We are broadening the definition of success on the foundation of academic excellence so that all students can thrive. Success means that our students:

- Achieve academically
- Experience social and emotional well-being
- Develop, curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning

Guided by our Strategic Directions, we have continuous improvement cycles in place to ensure implementation of our goals and increased learning. We are committed to listening to the voices of our students and staff, engaging in these cycles of improvement, and changing our practices where needed. These cycles are integral to meeting our goals in deep learning and equity, and are characterized by the following:

1. Examine data leading to focused improvement goals in each school and department
2. Determine the evidence that will be collected to show improvement
3. Create learning plans so that staff may achieve continuous improvement goals
4. Monitor improvement throughout the year
5. Engage all partners in all aspects of continuous improvement efforts
6. Communicate results, celebrating successes and learning from challenges

A key part of our successful and ongoing continuous cycles of improvement is that we have Multi-tiered Systems of Support (MTSS) Liaisons and Equity Liaisons to support our schools. Our commitment is to provide **effective instruction, and precise intervention for all students in safe and inclusive learning environments**. Our liaisons help us to fulfill this commitment. They work with educators to provide effective instruction and appropriate interventions in classrooms that allow every student to feel a sense of belonging. Liaisons work at all grade levels providing support to administrators and helping to develop Professional Learning Communities in order to best support students through collaboration and intervention that responds to student needs. They also collaborate with school counselors, school psychologists and school social workers to discuss student supports, how they intersect with each other, and how to streamline systems to improve responsiveness to students' social-emotional and mental health needs to support overall academic achievement.

Additionally, our liaisons support our Shared Leadership Training (SLT) model. This model provides professional development for both our Liaisons and site principals to develop cycles of improvement in collaboration with staff and community partners. All 35 schools come together several times a year for professional development that supports school site administrators in developing data driven action plans with measurable outcomes to support the continuous improvement cycle and to increase opportunities for deep learning and innovation.

As you will read in this report and see in the presentation, our Liaisons are instrumental in implementing the strategies and analyzing the multiple measures of data we describe within.

DATA DASHBOARD

To set the stage for this report, we also must share the [SRVUSD Data Dashboard](#) which was developed and grounded in our strategic plan. The purpose of the dashboard is to demonstrate growth in our strategic goals and serve as an accountability tool. The dashboard contains three overarching categories with three dimensions in each category. In turn, each category has one or two performance indicators that contain both baseline measurements and growth targets.

Our commitment is to create environments where our students can thrive and succeed academically, socially, and emotionally. This long-term commitment and the metrics that tell us that we are succeeding in systems change are illustrated through our district dashboard. Using our robust Strategic Directions as the guide for all of our work, we have created our data dashboard to measure progress towards annual goals. In turn, as noted above, all of our 35 school sites develop goals and engage in data driven decision making and continuous improvement cycles at both the school and classroom level, with the support of their MTSS and Equity Liaisons. There are several important next steps in our journey to meet our goals in deep learning and equity that are integrally connected to our district dashboard.

DEEP LEARNING AND INNOVATION: GOALS, ACTIONS AND MEASUREMENTS

The objective of the Deep Learning and Innovation Strategic Direction is to create learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel in post-high school endeavors. Providing deep learning experiences allows students to use their creativity and critical thinking skills to become self-directed problem solvers who are prepared for the workforce of tomorrow.

DEEP LEARNING AND INNOVATION GOALS AND ACTIONS

There are **three goals** linked to **Deep Learning and Innovation Strategic Direction**. These are the direct **actions** we will take and then track and measure as evidenced in our data dashboard: 1) To

create a coherent system that is aligned to support instruction; 2) To develop and implement instructional models to engage students in learning at deep levels; and 3) To use authentic forms of assessment where students are expected to meaningfully apply essential knowledge and skills to new situations.

- 1) **Creating Coherence:** Over the last two years, much of our work has focused on developing increased consistency across the District in terms of how we monitor student learning and provide the appropriate supports and extensions to meet the needs of all learners. Academic screener assessments are administered three times a year to all students in grades K - 12. Interventions are provided for students before, during and after school. Teachers get support from MTSS and Equity liaisons, and use this and other data during their built-in collaboration time to determine the additional support students need to maximize their learning.
- 2) **Effective Instructional Models:** To focus on and achieve deep learning opportunities for all students we must provide ways for students to think critically and effectively process a variety of topics and ideas. This is accomplished through effective instructional models.

For example, students are provided a design challenge, such as creating a tiny house for a specific character in a novel students are learning that takes into the environmental conditions of the setting of the book. The task might include creating a budget for the materials, furnishing, and labor. The learning objective is rooted in real-life experiences and enables peer collaboration within learning teams. Students will have the opportunity to demonstrate their unique thinking and reasoning and will drive their own learning through choice & voice, while utilizing a variety of materials. Throughout this single, deep learning experience, they are exposed to multiple subjects - math, science, etc.

Hands-on projects such as the example above help integrate deep learning and innovation into the minds of our students, so we can prepare them to be global thinkers. Our Profile of the Learner in SRVUSD is our end goal. The activities and lessons our students participate in will allow them to achieve the goals in the Profile of the Learner and be critical thinkers, creative designers, effective communicators, insightful collaborators, global citizens and empowered learners.

- 3) **Effective Assessment Practices:** In order to have useful and productive student assessments, we have focused efforts on improving how we assess learning, how we grade our students, and communicate that learning to parents. Based on research through the district's Grade Reform Committee, we believe that our grades should be tools to encourage and motivate our students to achieve in every standard and skill, while providing accurate descriptions of learning for families and students. In order to do this, we are striving to replace outdated and ineffective grading practices. Instead, we are focusing on grading practices that deliver an accurate picture of student learning, such as standards based reporting and strategies which allow for student choice. All grades and scores students receive should describe clearly and accurately what a student has and has not learned, and should be explicit so a student understands exactly what they must do in order to achieve proficiency.

As we continue on our path to instructional environments that support deep learning, we are also working to provide real and usable feedback to students as they learn and in real time. We are creating a pathway to minimize the use of grades purely as scoring systems which do not allow for improvement, in favor of providing students with real and meaningful feedback which will help them access deep learning. This re-focusing of our efforts are outlined in our Grading and Assessment Handbook.

MEASUREMENTS: NEXT STEPS FOR DEEP LEARNING AND INNOVATION WORK AND THE DATA DASHBOARD

Our data dashboard for Category 1 Deep Learning and Innovation, focuses on the areas defined above - Creating Coherence, Effective Instructional Models, and Effective Assessment Practices. To ensure transformation of practice, we will take clear actions and achieve the goals outlined above. As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in Dimensions One: College and Career Readiness; Two: English Language Arts; and Three: Mathematics. Our performance indicators have specific baseline measurements and growth targets as noted below:

- **Dimension One: College & Career Readiness**
 - Increase use of deep learning strategies in classrooms and codesign the *Profile of the Learner* - College & Career Readiness is compiled through the state of California Dashboard, which has yet to be released. Once this is published, we will align the dashboard.
- **Dimension Two: English Language Arts**
 - Increase the percentage of students meeting or exceeding standard on CAASPP - 2022 (79.71% Met/Exceeded) compared to pre-pandemic 2019 (81.59% Met/Exceeded) levels.
 - Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.
- **Dimension Three: Mathematics**
 - Increase the percentage of students meeting or exceeding standard on CAASPP - 2022 (72.05% Met/Exceeded) compared to pre-pandemic 2019 (77.51% Met/Exceeded) levels.
 - Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

The data that still needs to be collected to support these efforts is classroom walkthrough data. We will be working to develop a universal tool that provides qualitative data for analysis from these classroom observations.

We are doing this work because we know that for students to be successful they must have access to deep learning and innovation, which means students are meaningfully participating in their learning. Additionally, this work will be supported by our MTSS and Equity Liaisons. Deep learning means that all students are reaching and exceeding standards. We have data from the California Healthy Kids Survey (CHKS) that tells us that we have work to do in order to ensure that our students feel they can meaningfully participate in their own learning with a high degree of agency. Specific data from CHKS will be in the presentation to the board (see presentation slides). The source of this data is from the California Department of Education: [California Healthy Kids Survey Elementary Report 2021-2022](#) and [California Healthy Kids Survey Secondary Report 2021-2022](#).

Additionally, we have data from the California Assessment of Students Performance and Progress (CAASPP) which shows that some underserved populations of students are demonstrating lower levels of proficiency (see presentation slides).

As we continue on our well-established path to improve professional practice for effective deep learning and innovation in all classrooms, we will provide collaborative opportunities and professional development for all staff in the action areas and goals identified above and integrate it with the support provided by our MTSS and Equity Liaisons. Our Deep Learning and Innovation Steering Committee is also a key part of moving this work forward. The group is composed of parents/caregivers, classified

and certificated staff, students, and administrators. These partners collaborate and provide support, guidance, and oversight of this component of our Strategic Directions.

EQUITY: GOALS, ACTIONS AND MEASUREMENTS

The objective of the Equity Strategic Direction is to provide the learning conditions and opportunities for every student to be successful. We must ensure that all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps. In order for students to learn at deep levels we must remove all barriers to that learning. Every student must feel safe, cared for, respected, and included in order for them to learn effectively.

Our students may feel unsafe for a variety of reasons. We need to meet each student's needs for safety so that all students can learn. Not only does our California Assessment of Student Performance and Progress (CAASPP) data show that underserved populations, such as our Black & Latinx students, experience lower levels of achievement, but our California Healthy Kids Survey (CHKS) data also shows populations of Black, Latinx, and Non-Binary students feel less included in their school environments and perceive their environments as less safe.

We are doing this work with equity and taking appropriate action because we know we must eliminate barriers for our students. Equity means that all students experience the conditions they need to be successful.

EQUITY GOALS AND ACTIONS

There are **four goals** linked to our **Equity Strategic Direction**. These are the direct **actions** we will take and then track and measure as evidenced in our data dashboard: 1) To create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff; 2) To create culturally responsive and equity-informed policies, procedures, and practices that lead to equitable outcomes for students; 3) To develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities; and 4) To recruit, hire, and retain a more diverse staff:

- 1) **Safe Learning Environments:** Creating learning environments where students feel safe and respected is essential for student success. Unfortunately, not all of our students feel this sense of security on our campuses. For example, according to the 2022 administration of the California Healthy Kids Survey, only 60% of SRVUSD Black/African American and Hispanic/Latinx students in 11th grade perceived school as "very safe and safe." This compares to 78% of white students and 75% of Asian/Asian American students. In 11th grade, 78% of male students said that they feel safe on campus as compared to 35% of non-binary students. All of these survey results point to the need to ensure that all students experience safe and equitable learning environments that are free of harassment and bullying.

In order for all students to feel safe on our campuses, providing professional development for all staff on how to create positive learning environments is key. Over the last several years we have mainly used an opt-in model for equity professional development. This has served the purpose of building leadership capacity across the system. With that being said, it is now vital that all staff receive professional development in this area. Using the Shared Leadership Training (SLT) model discussed above, our focus is on helping all staff understand the difference between intention and impact. This includes the role that implicit and explicit bias plays in our assumptions about student learning and academic success. Supporting staff in understanding biases and being able to interrupt them will be extremely important moving forward.

As we work to create learning environments that are safe, respectful and inclusive for all, it is important to create space to better understand how words and actions, even when no harm is intended, can have a harmful impact on members of our community. By supporting our staff to reflect upon implicit bias and the difference between intent and impact, we are supporting them to bring this understanding into our classrooms through instruction, and through the ways they assist students to treat each other respectfully. For example, sometimes students may believe they are joking with another student. However, the words chosen might actually be offensive to that student. Another example might be when stereotypes about certain groups are shared with little to no understanding about how these stereotypes hurt others. Whenever we are dealing with issues of intent versus impact, it is important to provide learning opportunities for our students so that they can reflect on their words and actions. By supporting staff in this process, they are then better able to assist our students.

Another important component to creating safe learning environments is to provide opportunities for all students to influence our direction, and ensure that we amplify the voices and experience of those students who are not always represented effectively, such as our Black/African American students and our LGBTQ students.

- 2) **Equity-Informed Policies, Practices and Procedures:** One way in which we do this is by using the *Responding to Discrimination and Hate Handbook* as a guide for addressing incidents of hate, discrimination, racism, and bias at our school sites. The information contained in the handbook provides our sites consistent, evidence-based strategies for addressing issues when they occur. We continue to strengthen our responses based on feedback from staff, students, and parents/caregivers. One important principle from the handbook focuses on the importance of repairing the harm caused by these discriminatory and hateful behaviors. Many of our administrators and teacher leaders have engaged in professional development on Restorative Justice. The purpose of Restorative Justice is to repair the harm that is caused to individuals or groups of students when certain behaviors occur on our campuses. We are exploring a systemic approach to this process.
- 3) **Culturally Responsive Experiences:** Increasing student voice and creating more opportunities for students to see themselves in the curriculum is extremely important. We have added over 60 Board-approved, diverse read-aloud books at the elementary level. These books allow students to have an increased understanding of the diverse world around them in addition to gaining compassion and empathy for others. Additionally, we have added equity-minded rubrics for adopting new novels for classrooms, and other new curriculum adoptions to ensure that a wide range of cultures, voices, and experiences are represented in our instruction materials.
- 4) **Diversifying Staff:** A two-phase plan has been developed in an effort to create more diversity among our certificated and classified staff members. The initial phase involves reducing the bias that is involved in our recruitment strategies and hiring protocols. An important component to this piece is providing training to all administrators and managers on revised procedures and protocols in preparation for the 2023-2024 hiring season. The training and revisions for these procedures/protocols will be led by a committee composed of district and site administrators, SRVEA leadership, teacher leaders, and students. They will examine all aspects of recruitment and hiring including the Edjoin application, candidate screening process, interview questions, and hiring panel protocols. The second phase of this plan is to provide exit surveys to all staff who leave the district. The responses will support us in identifying effective ways to retain our staff members.

MEASUREMENTS: NEXT STEPS FOR EQUITY WORK AND THE DATA DASHBOARD

In our data dashboard for Equitable, Inclusive and Safe Learning Environments, we will focus on the areas defined above - Safe Learning Environments, Equity-Informed Policies, Practices, and Procedures, Culturally Responsive Experiences, and Diversifying Staff. As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in Dimensions Four: Social Emotional Well-Being; Five: Student Voice and Agency; and Six: Diversifying Staff.

To get the transformation we want, we will take clear actions and achieve the goals outlined above. In this category, our performance indicators have specific baseline measurements and growth targets as noted below:

- **Dimension Four: Social Emotional Well Being**
 - Improve students' social emotional well-being: 71% → 76%
 - Decrease disparities in students' social emotional well-being: 63% → 69%
 - In light of our safety and inclusivity California Healthy Kids Survey data we will be expanding and revising the dashboard to include a benchmark in this area.
- **Dimension Five: Student Voice and Agency**
 - Increase percentage of students who feel they are meaningfully participating in school activities: 33% → 36% (Average 5th/7th/9th/11th in California Healthy Kids Survey)
 - Increase inclusive classroom experiences that allow student choice and voice: *(we are creating a tool to gather data through classroom observation. We will utilize this tool from January to May. This will allow us to bring baseline data next Fall).*
- **Dimension Six: Diversifying Staff**
 - Increase the percentage of people of color as new hires: 42% → 47%
 - Decrease the percentage of employees of color who leave the district due to job dissatisfaction: 13% → 10%

As our work continues, we will provide professional development to all staff on how to create inclusive learning environments where all students feel cared for, safe, and respected as aligned with the action areas and goals identified above. This work will be supported by our MTSS and Equity Liaisons. We are also in the process of developing a plan on how we can elevate student voice. While we have some built-in mechanisms for hearing from students, we need to expand these opportunities. It's important to hear from a range of students from varying grade levels, ethnicities, and academic backgrounds in order to better understand them and their needs. Finally, we will continue to find ways to empower the Equity Steering Committee to partner with us in leading this work. In the beginning of the 2022-2023 school year we increased the number of participants on this committee to well over 100 in order to ensure representation of staff, students, and parents/caregivers from all sites. Using the group's time and expertise in productive ways that serve to move the work forward will be pivotal in meeting the action items and goals outlined above.

IN CONCLUSION

Much of the work described in this report has been driven by both the Equity and Deep Learning and Innovation Steering Committees. They have been invaluable in providing recommendations on what needs to be implemented in order to continue making progress in each area. These committees, composed of staff, students, Board members, and parents/caregivers discuss the work that is being done and how we can enhance it in order to meet our strategic goals. Their recommendations that were implemented over the last year include providing professional development on deep learning and equity for all staff, diversifying curriculum, reviewing policies, and addressing disparities of underserved groups.

Students must feel safe, respected, included and cared for in order to learn deeply and have social emotional well-being. Since we have data that shows not all of our students feel this way, it motivates our work while never losing sight of our core commitment to deep learning and academic excellence.

We know that long term success requires systemic shifts in culture and practice, and that our Strategic Directions will continue to guide us to reach our goals. We will provide effective instruction to each and every student, making sure there are no barriers to their learning, and will utilize data-driven decision making to initiate the key interventions needed to ensure that students are learning in safe and inclusive learning environments.

By aligning the dashboard across dimensions with clear outcomes tied to data, we are able to clearly communicate our progress relative to our actions. When we bring this report forward a year from now, we will communicate to the Board and the community the impact our actions have had on our goals by sharing an analysis of the data outlined in the dashboard.

RECOMMENDATION: Informational item only

BUDGET IMPLICATION: Unknown at this time



Dr. John Malloy
Superintendent

9.4

Item Number

SRVUSD Strategic Directions: Deep Learning and Innovation Equity

November 15, 2022



innovative
equitable
inclusive
excellent



SRVUSD Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success.



Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity confidence, and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning



Strategic Directions



San Ramon Valley Unified School District Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success. **Success** means our teams create and nurture:

Equity

We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.



Social Emotional Well-Being

We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.



Deep Learning and Innovation

We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.



Shared Leadership

We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.



Stewardship of Resources

We will maximize resources including time, talent and finances, to advance our student success goals.



Culture of Responsiveness

We will effectively serve all stakeholders by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

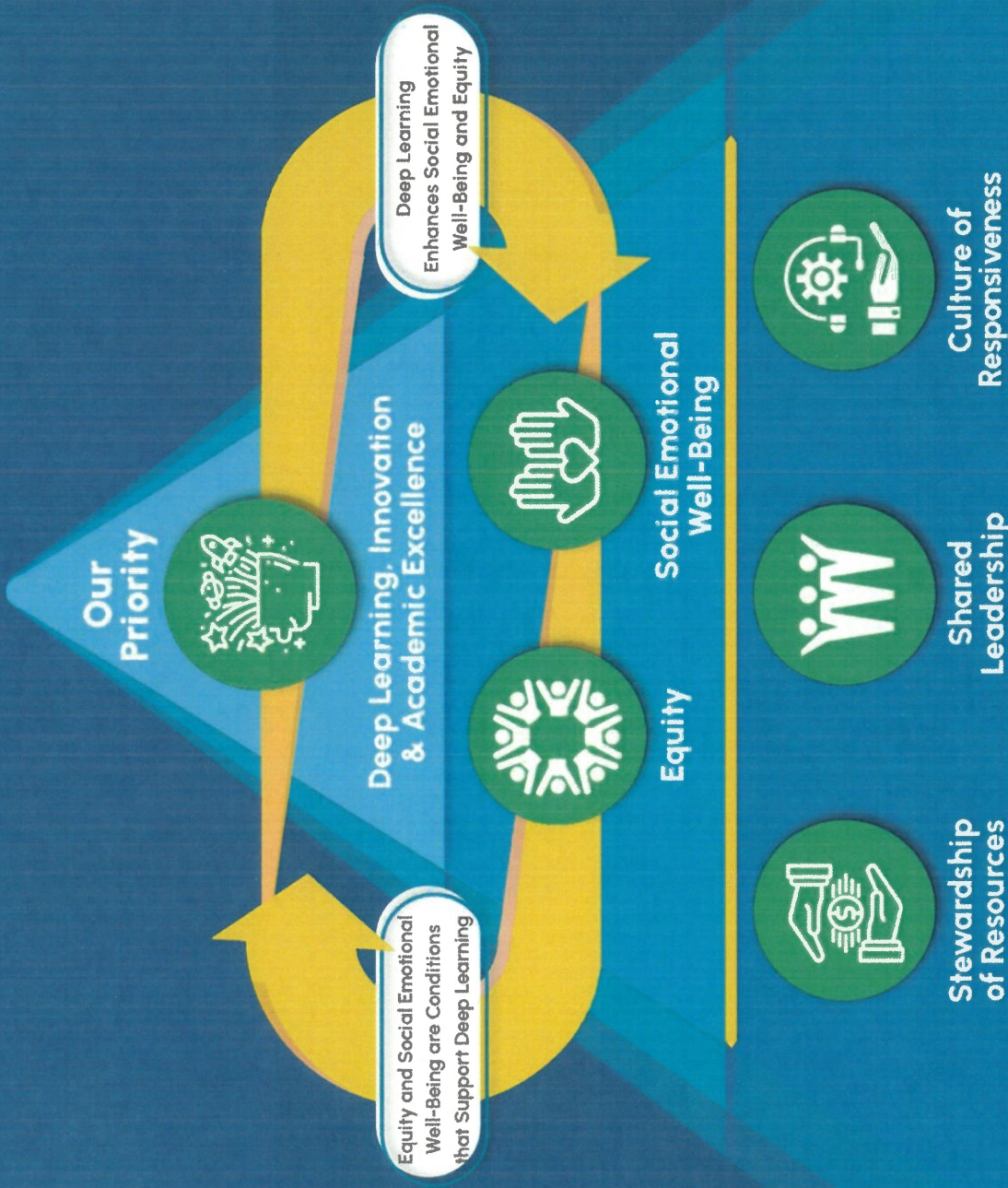


SRVUSD... Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.



Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning



The Components That Support How We Do Our Work in SRVUSD

Continuous Improvement Cycles

- Examine data leading to focused improvement goals in each school and department
- Determine the evidence that will be collected to show improvement
- Create learning plans so that staff may achieve continuous improvement goals
- Monitor improvement throughout the year
- Engage all partners in all aspects of continuous improvement efforts
- Communicate results, celebrating successes and learning from challenges

MTSS and Equity Liaisons

- Key to successful and ongoing continuous cycles of improvement
- Help us fulfill our commitment to provide **effective instruction and precise intervention for all students in safe and inclusive learning environments**
- Work with educators to provide effective instruction and appropriate interventions that allow every student to feel a sense of belonging
- Help develop Professional Learning Communities in order to best support students through collaboration and intervention
- Collaborate with school counselors, school psychologists and school social workers
- Instrumental in implementing the strategies and analyzing the multiple measures of data

Setting the Stage: Data Dashboard

- Developed and grounded in Strategic Directions
- Designed to demonstrate growth in our strategic goals and be an accountability tool
- Includes performance indicators that contain both baseline measurements and growth targets
- Contains three categories, two of which will be described in more detail as we delve into the Deep Learning and Innovation, and Equity Strategic Directions

Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.

Deep Learning and Innovation Goals and Actions

1. Creating Coherence

2. Effective Instructional Models

3. Effective Assessment Practices

Creating Coherence

- Alignment to support instruction
- Academic screener assessments
- Interventions before, during, and after the school day
- Support from MTSS and Equity Liaisons



Effective Instructional Models

- Students must be provided with ways to think critically and process ideas effectively
- Design challenge example
- The Profile of the Learner is our end goal

OUR NORTH STAR: (STILL DRAFT!)

Profile of the Learner in SRVUSD:



Critical Thinker



Creative Designer



Effective Communicator



Insightful Collaborator



Global Citizen



Empowered Learner

Adapted from "New Pedagogies for Deep Learning" (2014)

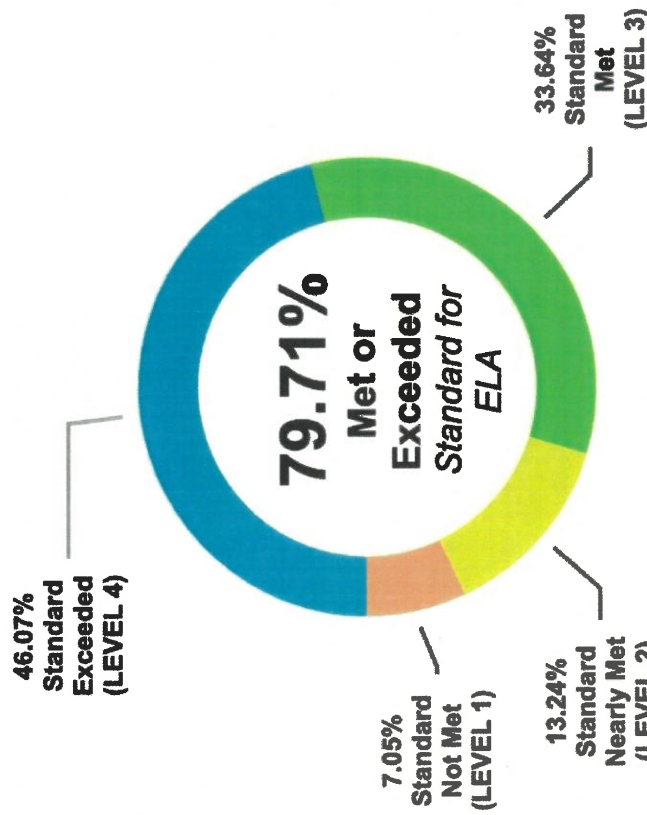
Effective Assessment Practices

- Grading Reform Committee
- How we assess learning and grade students
- How we communicate learning to parents
- Standards based reporting
- Explicit strategies for student choice
- Grading and Assessment Handbook

Student CHKS 2021-2022 Meaningful Participation: strongly agree or agree				
Grade Level	5th	7th	9th	11th
Overall	46%	33%	26%	25%
American Indian or Alaska Native	50%	40%	41%	N/M
Asian or Asian American	46%	36%	28%	25%
Black or African American	55%	20%	20%	34%
Hispanic or Latinx	45%	25%	28%	22%
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	26%
White	48%	31%	21%	25%
Mixed (two or more) ethnics	44%	32%	23%	22%
Something Else	43%	32%	32%	27%
Male	43%	34%	28%	25%
Female	49%	33%	25%	25%
Nonbinary	N/M	27%	10%	21%
Something Else	N/M	25%	19%	31%

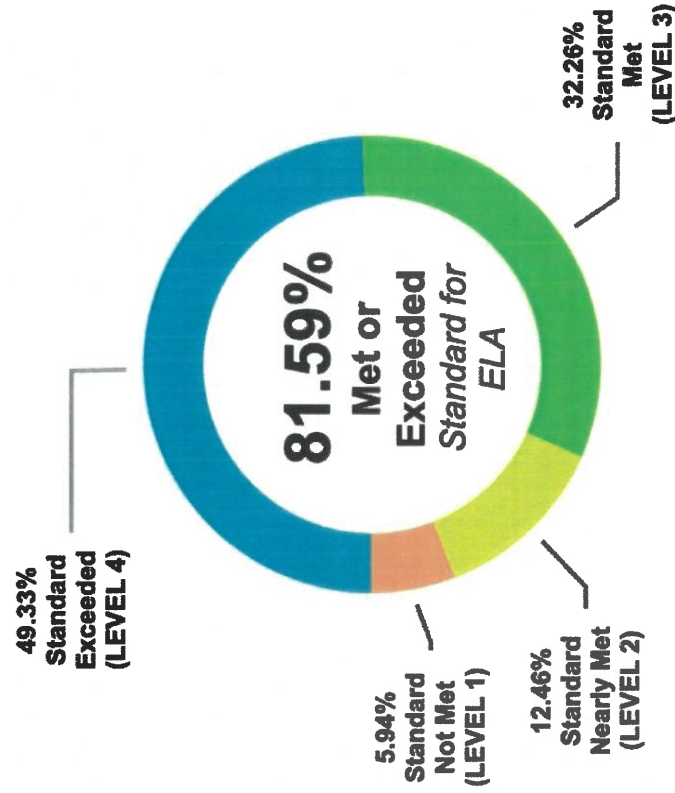
San Ramon Valley Unified School District CAASPP English Language Arts

Percent of students within each achievement level



2021-2022

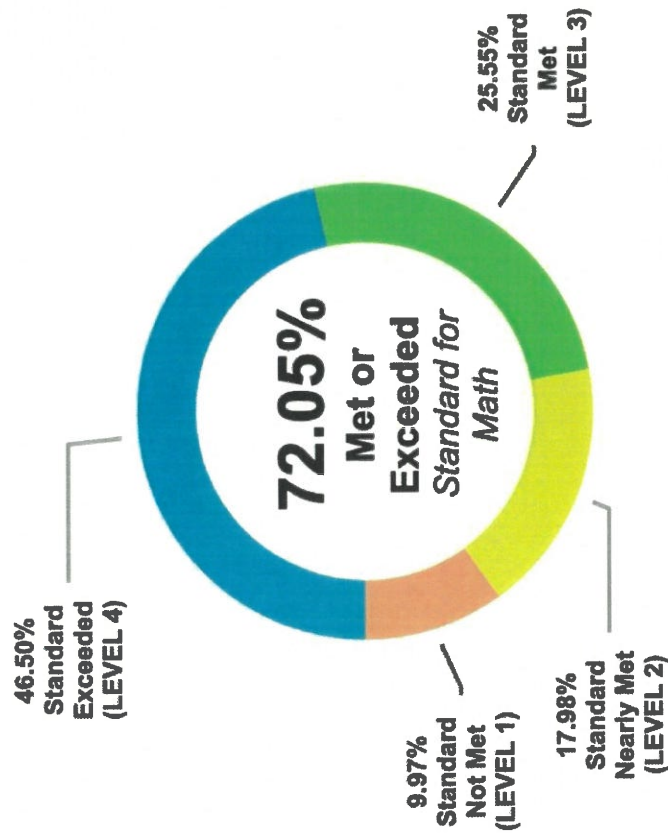
Percent of students within each achievement level



2018-2019

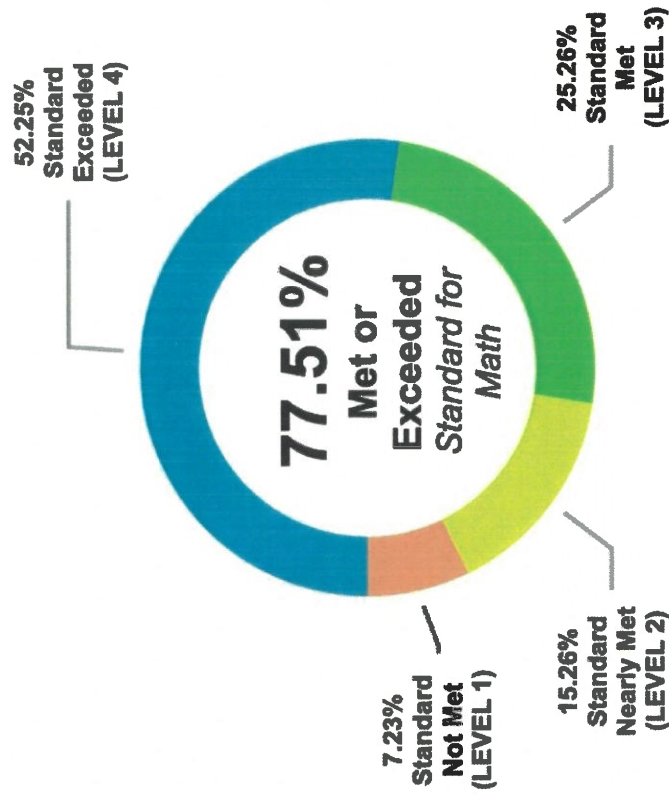
San Ramon Valley Unified School District CAASPP Math

Percent of students within each achievement level



2021-2022

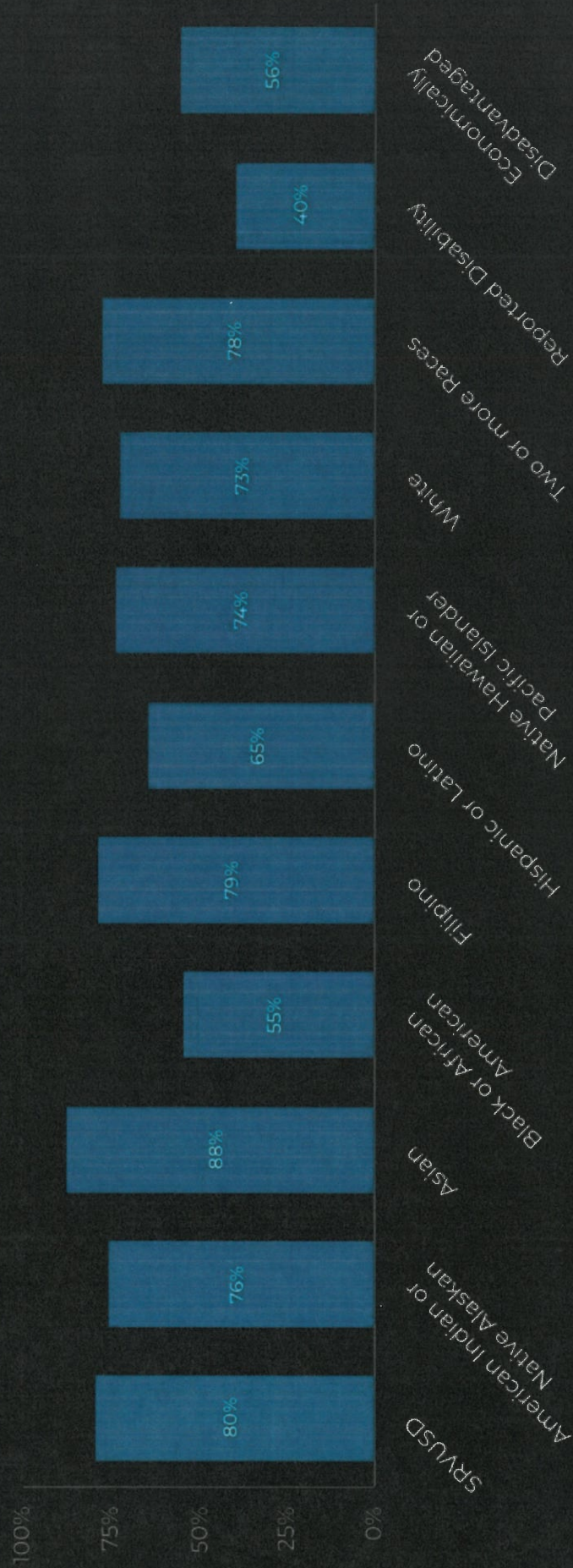
Percent of students within each achievement level



2018-2019

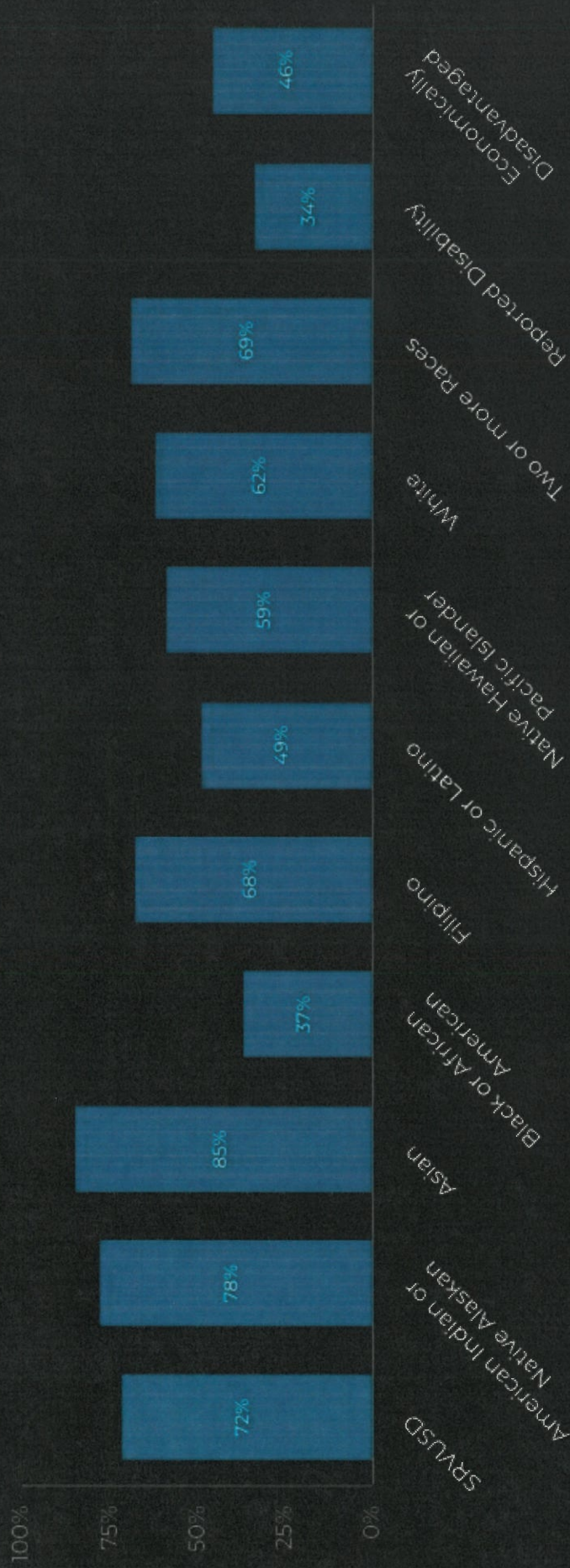
SRVUSD CAASPP ELA 2022 Sub-Group Data

● 2022 Percent Proficient/Exceeded



SRVUSD CAASPP Math 2022 Sub-Group Data

● 2022 Percent Proficient/Exceeded



Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Data dashboard for Category 1 Deep Learning and Innovation, focuses on:

- Creating Coherence
- Effective Instructional Models
- Effective Assessment Practices

To ensure transformation of practice, we will take clear actions and achieve the goals outlined above.

As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in:

- Dimension One: College and Career Readiness
- Dimension Two: English Language Arts
- Dimension Three: Mathematics

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Continued

Our performance indicators have specific baseline measurements and growth targets in each Dimension:

- **Dimension One: College & Career Readiness**
 - Increase use of deep learning strategies in classrooms and codesign the *Profile of the Learner - College & Career Readiness* is compiled through the state of California Dashboard, which has yet to be released. Once this is published, we will align the dashboard.

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard

Continued

- **Dimension Two: English Language Arts**

- Increase the percentage of students meeting or exceeding standard on CAASPP 2022 (79.71% Met/Exceeded) compared to pre-pandemic 2019 (81.59% Met/Exceeded) levels.
- Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

- **Dimension Three: Mathematics**

- Increase the percentage of students meeting or exceeding standard on CAASPP 2022 (72.05% Met/Exceeded) compared to pre-pandemic 2019 (77.51% Met/Exceeded) levels.
- Decrease academic disparities for underserved students on the CAASPP at a margin of 5%.

Measurements: Next Steps for Deep Learning and Innovation Work and the Data Dashboard Continued

- Support from MTSS and Equity Liaisons
- Professional development
- Deep Learning and Innovation Steering Committee

Equity

We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.



Equity Goals and Actions

1. Safe Learning Environments

2. Equity-Informed Policies, Practices and Procedures

3. Culturally Responsive Experiences

4. Diversifying Staff



Safe Learning Environments

- Safe and respectful learning environments are essential for student success
- Professional development for all staff
 - Intent vs. impact
 - Implicit and explicit bias
 - Example of intent vs. impact
- Amplifying student voices and experiences

Equity-informed Policies, Practices, and Procedures

- Responding to Discrimination and Hate Handbook
- Restorative Justice professional development - exploring a systemic approach



Culturally Responsive Experiences

- Student voice and being reflected in the curriculum
- Diverse read-alouds
- Equity-minded rubrics for new curriculum adoption



Diversifying Staff

- Revise hiring and recruiting practices to reduce bias
- Training for all administrators on new hiring and recruiting protocols
- Provide exit surveys to all staff who leave the district



Student CHKS 2021-2022 School Connectedness: strongly agree or agree					
Grade Level	5th	7th	9th	11th	
Overall	81%	69%	61%	58%	
American Indian or Alaska Native	80%	73%	65%	N/M	
Asian or Asian American	82%	69%	62%	56%	
Black	75%	57%	57%	46%	
Latinx	75%	66%	58%	53%	
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	65%	
White	83%	70%	63%	63%	
Mixed (two or more) ethnics	79%	70%	60%	57%	
Something Else	78%	62%	58%	56%	
Male	80%	72%	65%	60%	
Female	82%	67%	60%	56%	
Nonbinary	N/M	52%	40%	32%	
Something Else	N/M	43%	42%	36%	

Student CHKS 2021-2022 Safety Data: Perceived safety at school: yes most of the time or yes all of the time (elementary) and very safe and safe (secondary)					
Grade Level	5th	7th	9th	11th	
Overall	90%	73%	71%	73%	
American Indian or Alaska Native	86%	80%	74%	N/M	
Asian or Asian American	91%	74%	72%	75%	
Black or African American	87%	67%	81%	60%	
Hispanic or Latinx	95%	69%	64%	60%	
Native Hawaiian or Pacific Islander	N/M	N/M	N/M	100%	
White	90%	75%	70%	78%	
Mixed (two or more) ethnics	87%	77%	71%	69%	
Something Else	86%	65%	69%	60%	
Male	90%	78%	76%	78%	
Female	90%	71%	69%	71%	
Nonbinary	N/M	51%	42%	35%	
Something Else	N/M	52%	34%	24%	

Student CHKS 2021-2022 Safety Data: Reason for harassment: 2 or more times

Grade Level	5th	7th	9th	11th
Race/Ethnicity/Origin	N/M	9%	7%	6%
Religion	N/M	4%	3%	3%
Gender	N/M	5%	5%	6%
LGBTQ+	N/M	6%	4%	4%
Disability	N/M	2%	2%	3%
Immigrant	N/M	2%	2%	2%
Any other reason	N/M	12%	9%	7%

Student CHKS 2021-2022 Safety Data:

Victimization: 2 or more times (secondary) and most or all of the time (elementary)

Grade Level	5th	7th	9th	11th
Physical e.g. pushing	4%	12%	6%	4%
Fear of being beaten up	N/M	7%	5%	2%
Rumors & lies	5%	18%	14%	14%
Jokes general	7%	N/M	N/M	N/M
Sexual jokes, etc.	N/M	19%	18%	17%
Stolen property	N/M	7%	4%	3%
Appearance or speech	23%*	20%	17%	13%
Name Calling	N/A	24%	19%	13%
Cyberbullying	5%	14%	12%	12%

* Yes/No percentage only available / No likert scale

Measurements: Next Steps for Equity Work and the Data Dashboard

Data dashboard Category 2 for Equitable, Inclusive and Safe Learning Environments focuses on:

- Safe Learning Environments
- Equity-Informed Policies, Practices, and Procedures
- Culturally Responsive Experiences
- Diversifying Staff

As we improve in these areas, it will reflect directly on the dashboard and we will see improvements in:

- Dimension Four: Social Emotional Well-Being
- Dimension Five: Student Voice and Agency
- Dimension Six: Diversifying Staff

Measurements: Next Steps for Equity Work and the Data Dashboard

Our performance indicators have specific baseline measurements and growth targets in each Dimension:

- **Dimension Four: Social Emotional Well Being**
 - Improve students' social emotional well-being: 71% → 76%
 - Decrease disparities in students' social emotional well-being: 63% → 69%
 - In light of our safety and inclusivity California Healthy Kids Survey data we will be expanding and revising the dashboard to include a benchmark in this area.

Measurements: Next Steps for Equity Work and the Data Dashboard

Continued

- **Dimension Five: Student Voice and Agency**
 - Increase percentage of students who feel they are meaningfully participating in school activities: 33% → 36%
 - Increase inclusive classroom experiences that allow student choice and voice: *Target goal will be determined once baseline data is collected.*
- **Dimension Six: Diversifying Staff**
 - Increase the percentage of people of color as new hires: 42% → 47%
 - Decrease the percentage of employees of color who leave the district due to job dissatisfaction: 13% → 10%

Measurements: Next Steps for Equity Work and the Data Dashboard

Continued

- Professional development
- Supported by MTSS and Equity Liaisons
- Elevating student voice
- Equity Steering Committee



Concluding Remarks



Questions/Comments?



innovative
equitable
inclusive
excellent

DATE: November 15, 2022

TOPIC: PUBLIC DISCLOSURE OF THE MAJOR PROVISIONS OF THE 2022-23 CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #65, UNITS II & III (CSEA) AGREEMENTS IN ACCORDANCE WITH THE REQUIREMENTS FOR AB1200, AB2756 & GOVT. CODE 3547

DISCUSSION: Assembly Bill (AB) 1200 and AB 2756 require local educational agencies to publicly disclose the major provisions of all collective bargaining agreements before entering into a written agreement. Government Code, section 3547.5 states:

“Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.”

This provision is intended to ensure that the public is aware of the known costs associated with a proposed collective bargaining agreement before it becomes binding upon the district. In addition, the law requires that a district’s Superintendent and Chief Business Officer (CBO) certify in writing that the costs incurred under a collective bargaining agreement can be met by the district during the term of the agreement. The Public Disclosure Form, along with a copy of the proposed bargaining agreement, must be submitted to the County Office of Education for review at least (10) workdays prior to the date on which the Governing Board will take action on the proposed collective bargaining agreement.

The County Office of Education has performed their review and has sent the attached letter which summarizes their analysis. The County Office of Education has asked that the district remain prudent in its spending and budgetary expectations.


The district has reached tentative agreements with CSEA Units II & III and in accordance with requirements of the AB 1200, staff has prepared the AB 1200 Public Disclosure documents along with Certification that the district can meet the costs incurred during the term of this agreement.

RECOMMENDATION: N/A – Public Disclosure only.


BUDGET IMPLICATION: Ongoing salary increase of 8.5% effective July 1, 2022, and a one-time payment of 1% based on salary placement as of November 1, 2022. Total budget impact of \$4,115,186 in 2022-23.



 Evan Miller
 Executive Director, Business Services



 Dr. Stella M. Kemp
 Assistant Superintendent, Business Operations



 Dr. John Malloy
 Superintendent

10.1

Item Number



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Lynn Mackey, Superintendent of Schools

November 7, 2022

John Malloy, Ed.D., Superintendent
San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, CA 94526

Dear Superintendent Malloy:

The Contra Costa County Office of Education has reviewed the District's Negotiated Salary Settlement Disclosure documents that provide the details for the tentative agreement with the District's California School Employees Association (CSEA) Chapter #65 Units II and III for fiscal year 2022-23.

The AB 1200 disclosure documents provided by San Ramon Valley Unified School District indicate the district will be able to provide the funding for an 8.5% increase to the salary schedule (plus statutory benefits) effective July 1, 2022, and a one-time payment of 1% based on unit members salary schedule placement as of November 1, 2022. Additional contract language stipulates employees who have completed thirty-five (35) years of continuous service with the District shall receive twenty percent (20%) of their base pay rate for their longevity with the District effective July 1, 2023. Based on the analysis of the district's disclosure documents, this settlement will cost the district \$4,115,186 for fiscal year 2022-23.

Based on the district's multi-year projection, the CCCOE agrees with the district's certification that the district can afford this salary settlement agreement. If the district's projected ADA and Revenue Assumptions come in lower than expected, the district may need a plan to address any deficit. We encourage the district to be prudent in its spending and mindful that any further negotiated settlements could cause the district to look at implementing additional reductions.

We want to thank the CBO and staff for the submission of a concise and complete disclosure packet for our review. If you have any questions, please feel free to contact me at 925-942-3418.

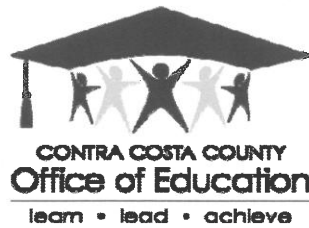
Sincerely,

Denise Porterfield, Deputy Superintendent
Business and Administrative Services

DP:bf

cc: Lynn Mackey, Superintendent of Schools, Contra Costa County
Stella Kemp, Assistant Superintendent, Business Operations
Michelle Olinick, District Advisor, District Business Services, CCCOE

32 22/23



**AB 1200, AB 2576 Government Code 3547.5 & 3540.2
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

CHECKLIST OF ITEMS TO BE SUBMITTED TO COE DBS DEPARTMENT

DISTRICT: San Ramon Valley USD

- | | |
|---|--|
| <p style="text-align: center;">]</p> <p>Signed Summary of Proposed Agreement
NOTE: Print all pages including MYP of the Summary tab in the
CCCOE-Public-Disclosure-of-Collective-Bargaining-Workbook.xlsx</p> | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">X</div> |
| <p>Signed Form for Public Disclosure of Proposed Collective Bargaining Agreement
NOTE: Print all pages of Disclosure tab in the
CCCOE-Public-Disclosure-of-Collective-Bargaining-Workbook.xlsx</p> | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">X</div> |
| <p>A copy of the Memorandum of Understanding (MOU) and/or
Tentative Salary Agreement</p> | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">X</div> |
| <p>Other relevant documents (e.g., side letters, salary schedules, etc.)</p> | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">X</div> |

PLEASE BE SURE TO COMPLETE AND SUBMIT THIS FORM AS THE COVER SHEET FOR YOUR PUBLIC DISCLOSURE DOCUMENT PACKET.

NOTE: INCOMPLETE PACKET MAY DELAY REVIEW.

Districts must mail or email to their assigned District Fiscal Advisor 10 business days prior to the board meeting that will ratify the agreement.

DISTRICT CONTACT: Evan Miller

PHONE: 925-552-2909

EMAIL: emiller@srvusd.net

FOR SUBMISSION TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS in compliance with the Public Disclosure requirements of AB 1200 (Statutes 1991, Chapter 1213) as revised by AB 2756 (Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE SCHOOL DISTRICT

WITH THE BARGAINING UNIT (BU)

To be acted upon by the Governing Board at its meeting on :
 Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days)
 Estimated Agreement Payment Date

GENERAL

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

(Separate disclosures should be made for each bargaining unit agreement)

	# FTE Represented
Certificated: <input type="text" value="Settled - SRVEA; Pending - Cert. Management"/>	<input type="text" value="1,750.2"/>
Classified: <input type="text" value="Pending - SEIU, Classified Management"/>	<input type="text" value="249.4"/>

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on:
 and ending on:

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	2022-23	2023-24	2024-25
Reopeners: Yes or NO ?	<input type="text" value="No"/>	<input type="text" value="Yes"/>	<input type="text" value="Yes"/>

if Yes, what Areas?

COMPENSATION PROVISIONS

Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	<input type="text" value="\$ 32,323,308.00"/>
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	<input type="text" value="\$ 35,394,022.00"/>
Total Cost Increase or (Decrease):	<input type="text" value="\$3,070,714.00"/>
Percentage Increase or (Decrease):	<input type="text" value="9.50%"/>

SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR

(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	<input type="text" value="8.50%"/> per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	<input type="text" value="1.00%"/> per employee
<u>Step & column</u>	
average % annual change over the prior year schedule	<input type="text" value="1.00%"/> per employee
TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE	<input type="text" value="10.50%"/> per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	<input type="text" value="0"/>
Indicate Total # of Work Days to be provided for fiscal year:	<input type="text" value="260"/>
Indicate Total # of Instructional Days to be provided for fiscal year:	<input type="text" value="180"/>

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE San Ramon Valley USD SCHOOL DISTRICT

Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: *(object 3XXX less 34XX)*

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:	\$ 10,994,439.00
Proposed Costs:	\$ 12,038,911.00
Total Cost Increase or (decrease):	\$1,044,472.00
Percentage Change:	9.50%

District Health and Welfare Plans - *Object 34XX* (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:	\$ 7,096,409.00
Proposed Costs:	\$ 7,096,409.00
Total Cost Increase or (decrease):	\$0.00
Percentage Change:	0.00%

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

Health benefits are unchanged and are capped at the Kaiser family rate

Current Cap:	\$ 27,891.36	
Proposed Cap:	\$ 27,891.36	
Average Capped Amount increase or (decrease) per employee	\$0.00	0.00%

**TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES
(REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)**

Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

Current Year Combined Cost Before Settlement: *(data pulls from above)*

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries	\$ 32,323,308.00
Benefits	\$ 18,090,848.00
Total:	\$ 50,414,156.00

Current Year Cost After Settlement: *(data pulls from above)*

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries	\$ 35,394,022.00
Benefits	\$ 19,135,320.00
Total:	\$ 54,529,342.00

TOTAL COST INCREASE OR (DECREASE)	\$4,115,186.00
<i>(This amount should tie to the multiyear projection sections for 1XXX-3XXX)</i>	
PERCENTAGE CHANGE	8.16%
1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):	\$ 433,177.47

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE San Ramon Valley USD **SCHOOL DISTRICT**

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

Section 6: The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, **IN DETAIL**, the terms of the agreement covered in each section)

A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).

None.

B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..

Additional language in Article VII - Leaves, Section F: Bereavement leave definition is updated to include miscarriage and stillbirth. (Minimal fiscal impact)

C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

Section 7: State Minimum Reserve Standard Calculation:

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*
 Minimum State Reserve Percentage (input %)
 Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	428,774,901.00
	3%
\$	12,863,247.03

FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS

Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5. (Pulls from above Governing Board Date plus 45 days)

12/30/2022

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT #'s:

BT #'s:	mm/dd/yy
---------	----------

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

San Ramon Valley USD

SCHOOL DISTRICT

Section 9: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS. (Reflect both Unrestricted and Restricted General Fund Budget Amounts)

	Current Fiscal Year			2022 -2023
	(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
<i>Please NOTE: The title reflected in Col. 1 can be modified if the agreement is being approved along with the Adopted Budget Process. In this case, Col. 4 should reflect the Adopted Budget including the salary agreement and Col. 1 would reflect the Adopted Budget less Col. 2, the actual cost of the agreement.</i>	Latest Board-Approved Budget Before Settlement - As of _____ (enter date)	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions & MYP Assumptions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement and Other Adjustments (Cols. 1 + 2 + 3)
OPERATING REVENUES: LCFF ADA	ADA = 28,358.70			ADA=
LCFF Sources (8010-8099)	299,983,160.00	0.00	25,501,179.00	325,484,339.00
Remaining Revenues (8100-8799)	91,299,285.00	0.00	23,348,401.00	114,647,686.00
TOTAL	391,282,445.00	0.00	48,849,580.00	440,132,025.00
OPERATING EXPENDITURES				
1000 Certificated Salaries	163,808,062.00	0.00	17,207,287.00	181,015,349.00
2000 Classified Salaries	58,973,953.00	3,070,715.00	1,745,722.00	63,790,390.00
3000 Benefits	114,851,684.00	1,044,471.00	4,587,558.00	120,483,713.00
4000 Instructional Supplies	13,242,805.00	0.00	500,923.00	13,743,728.00
5000 Contracted Services	44,143,982.00	0.00	1,099,382.00	45,243,364.00
6000 Capital Outlay	150,000.00	0.00	500,000.00	650,000.00
7000 Other	993,996.00	0.00	0.00	993,996.00
TOTAL	396,164,482.00	4,115,186.00	25,640,872.00	425,920,540.00
OPERATING SURPLUS (DEFICIT)	(4,882,037.00)	(4,115,186.00)	23,208,708.00	14,211,485.00
Other Sources and Transfers In	0.00	0.00	0.00	0.00
Other Uses and Transfers Out	2,854,361.00	0.00	0.00	2,854,361.00
CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE	(7,736,398.00)	(4,115,186.00)	23,208,708.00	11,357,124.00
BEGINNING FUND BALANCE 9791-92	33,250,879.00			33,250,879.00
Prior-Year Adjustments 9793-95	0.00		0.00	0.00
NET BEGINNING BALANCE	33,250,879.00		0.00	33,250,879.00
ENDING FUND BALANCE (EFB)	25,514,481.00	(4,115,186.00)	23,208,708.00	44,608,003.00
COMPONENTS OF ABOVE EFB:				
Nonspendable (9711-9719)	551,353.00	0.00	0.00	551,353.00
Restricted (9740)	12,089,458.00	0.00	19,822,734.00	31,912,192.00
Committed (9750/9760)	0.00	0.00	0.00	0.00
Assigned (9780)	12,873,669.00	0.00	0.00	12,873,669.00
Reserve Economic Uncertainties (9789)	11,970,565.29	123,455.58	769,226.16	12,863,247.03
Unassigned/Unappropriated (9790)	(11,970,564.29)	(4,238,641.58)	2,616,747.84	(13,592,458.03)
State Minimum Reserves %	4.13%		Meets	3.67%
Are budgets in balance?	In Balance			In Balance
Did you adjust reserves? s/b \$0	\$0.00		OK	\$0.00
FUND 17 RESERVES (9789) or N/A	\$ 16,473,413.00			\$ 16,473,413.00

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in Section 5, Total Costs, please explain below. Also, list any other assumptions used or included in Column 3:

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

San Ramon Valley USD SCHOOL DISTRICT

First Subsequent Year 2023 - 2024			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Carried forward from Current Fiscal Year 2022 -2023	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions & MYP Assumptions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement and Other Adjustments (Cols. 1 + 2 + 3)
ADA = 28,090.57			ADA = 28,090.57
OPERATING REVENUES: LCFF ADA			
LCFF Sources (8010-8099)	0.00	6,821,796.00	332,306,135.00
Remaining Revenues (8100-8799)	0.00	(30,817,469.00)	83,830,217.00
TOTAL	0.00	(23,995,673.00)	416,136,352.00

OPERATING EXPENDITURES

1000 Certificated Salaries	181,015,349.00	0.00	(3,771,890.51)	177,243,458.49
2000 Classified Salaries	63,790,390.00	0.00	(96,001.10)	63,694,388.90
3000 Benefits	120,483,713.00	0.00	(1,294,221.19)	119,189,491.81
4000 Instructional Supplies	13,743,728.00	0.00	(3,948,883.00)	9,794,845.00
5000 Contracted Services	45,243,364.00	0.00	(3,752,815.00)	41,490,549.00
6000 Capital Outlay	650,000.00	0.00	(500,000.00)	150,000.00
7000 Other	993,996.00	0.00	0.00	993,996.00
TOTAL	425,920,540.00	0.00	(13,363,811.00)	412,556,729.00

OPERATING SURPLUS/(DEFICIT)

	14,211,485.00	0.00	(10,631,862.00)	3,579,623.00
Other Sources and Transfers In	0.00	0.00	148,977.00	148,977.00
Other Uses and Transfers Out	2,854,361.00	0.00	0.00	2,854,361.00
CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE	11,357,124.00	0.00	(10,482,885.00)	874,239.00

BEGINNING FUND BALANCE (9791) (Pulls from prior year EFB)

Prior-Year Adjustments (9792-9795)	44,608,003.00			44,608,003.00
NET BEGINNING BALANCE	44,608,003.00			44,608,003.00
ENDING FUND BALANCE (EFB)	55,965,127.00	0.00	(10,482,885.00)	45,482,242.00

COMPONENTS OF EFB (above):

Nonspendable (9711-9719)	551,353.00	0.00	0.00	551,353.00
Restricted (9740)	31,912,192.00	0.00	(299,833.00)	31,612,359.00
Committed (9750/9760)	0.00	0.00	0.00	0.00
Assigned (9780)	12,873,669.00	0.00	(3,841,593.00)	9,032,076.00
Reserve Economic Uncertainties	12,863,247.03	0.00	(400,914.33)	12,462,332.70
Unassigned/Unappropriated (9790)	(2,235,334.03)	0.00	(5,940,544.67)	(8,175,878.70)
State Minimum Reserves %	6.32%		Meets	5.00%
Are budgets in balance?	In Balance			In Balance
Did you adjust reserves? s/b \$0	\$ -		OK	\$ -
FUND 17 RESERVES (9789) or N/A	\$ 16,473,412.00			\$ 16,473,412.00

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Addl/Reduced staffing, etc., explain below:

LCFF/Other State Revenue COLA: 5.38%; Unduplicated Pupil Percentage (UPP): 9.53%

Column 3 includes adjusted LCFF revenues based on enacted State Budget, adjustments to all other revenues and expenditures to align with the MYP approved in the 2022-23 Adopted Budget.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

San Ramon Valley USD SCHOOL DISTRICT

Second Subsequent Year 2024 - 2025			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Carried forward from First Subsequent Year 2023 - 2024	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions & MYP Assumptions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement and Other Adjustments (Cols. 1 + 2 + 3)
ADA = 27,784.96			ADA = 27,784.96
OPERATING REVENUES: LCFF ADA			
LCFF Sources (8010-8099)	332,306,135.00	0.00	2,467,923.00
Remaining Revenues (8100-8799)	83,830,217.00	0.00	(934,870.00)
TOTAL	416,136,352.00	0.00	1,533,053.00

OPERATING EXPENDITURES

1000 Certificated Salaries	177,243,458.49	0.00	762,081.58	178,005,540.07
2000 Classified Salaries	63,694,388.90	0.00	639,403.89	64,333,792.79
3000 Benefits	119,189,491.81	0.00	394,542.35	119,584,034.16
4000 Instructional Supplies	9,794,845.00	0.00	(18,059.00)	9,776,786.00
5000 Contracted Services	41,490,549.00	0.00	127,239.00	41,617,788.00
6000 Capital Outlay	150,000.00	0.00	0.00	150,000.00
7000 Other	993,996.00	0.00	0.00	993,996.00
TOTAL	412,556,729.00	0.00	1,905,208.00	414,461,937.00

OPERATING SURPLUS/(DEFICIT)

	3,579,623.00	0.00	(372,155.00)	3,207,468.00
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Other Sources and Transfers In	148,977.00	0.00	985.00	149,962.00
Other Uses and Transfers Out	2,854,361.00	0.00	0.00	2,854,361.00

CURRENT YEAR INCREASE/(DECREASE) TO FUND BALANCE

	874,239.00	0.00	(371,170.00)	503,069.00
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BEGINNING FUND BALANCE (9791)

<i>(Pulls from prior year EFB)</i>	45,482,242.00			45,482,242.00
Prior-Year Adjustments (9792-9795)				0.00
NET BEGINNING BALANCE	45,482,242.00			45,482,242.00

ENDING FUND BALANCE (EFB)

	46,356,481.00	0.00	(371,170.00)	45,985,311.00
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COMPONENTS OF EFB (above):

(use whole rounded numbers only)

Nonspendable (9711-9719)	551,353.00			551,353.00
Restricted (9740)	31,612,359.00		245,889.00	31,858,248.00
Committed (9750/9760)	0.00			0.00
Assigned (9780)	9,032,076.00	0.00	(8,524,166.00)	507,910.00
Reserve Economic Uncertainties	12,462,332.70	0.00	57,156.24	12,519,488.94
Unassigned/Unappropriated (9790)	(7,301,639.70)	0.00	7,849,950.76	548,311.06
State Minimum Reserves %	5.21%		Meets	7.08%
Are budgets in balance?	In Balance			In Balance
Did you adjust reserves? s/b \$0	\$0.00		OK	\$0.00
FUND 17 RESERVES (9789) or N/A	\$ 16,473,412.00			\$ 16,473,412.00

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced Staffing, etc., explain below:

LCFF/Other State Revenue COLA: 4.02%; Unduplicated Pupil Percentage (UPP): 9.44%

Column 3 includes adjusted LCFF revenues based on enacted State Budget, adjustments to all other revenues and expenditures to align with the MYP approved in the 2022-23 Adopted Budget.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

San Ramon Valley USD

SCHOOL DISTRICT

Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS: The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows (text pulls into disclosure): Send copy of final Agreement to DBS upon Board Approval

Effective July 1, 2023, employees who have completed thirty-five (35) years of continuous service with the District shall receive twenty percent (20%) of his/her base pay rate for their longevity with the District. (Minimal fiscal impact)

Section 11: FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) (text pulls into disclosure):

Additional ongoing revenues from the 2022-23 enacted State Budget will be available to fund these obligations in future fiscal years, with one-time funds utilized to fund the one-time impact of the salary schedule change and the elimination of the out-of-district service cap.

Section 12: NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. (text pulls into disclosure):

For 2022-2023, the Unit II & Unit III salary schedules shall be increased by eight and one-half percent (8 ½%) effective July 1, 2022.
Additionally, the District will provide unit members a one-time, off-schedule payment of 1% of their annual base salary for the 2022-2023 school year based upon the member's salary schedule placement on November 1, 2022.

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. (text pulls into disclosure):

Additional ongoing revenues from the 2022-23 enacted State Budget will be available to fund ongoing increases, and one-time revenues are available to fund the one-time payment.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE San Ramon Valley USD SCHOOL DISTRICT

ADDITIONAL FISCAL INDICATORS- CRITERIA AND STANDARDS A.5.

This section is in response to the Criteria and Standards Additional Fiscal Indicators #A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

Section 14: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):

(A)	Current-year (CY) LCFF Average Rate per ADA: (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab)	Estimated
		\$10,553.00
(B)	Less Prior-Year (PY) LCFF BASC Calculator Rate per ADA: (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab)	\$9,306.00
(C)	= Amount of Current-Year Increase or (decrease): (A) minus (B)	1,247.00
(D)	= Percentage Increase or (decrease) in LCFF per ADA: (C) divided by (B)	13.40%
(E)	ADA Increase/(Decrease) from Prior Year as % Current year P-2 LCFF funded ADA (greater of PY guarantee or current year)	(1.94%)
	Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)	30,314.37
		30,914.68
(F)	Total LCFF % increase or (decrease) plus ADA % change	11.46%
(G)	Indicate Total Settlement Percentage Change from Section 5	8.16%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

CERTIFICATION

To be signed by the **District Superintendent AND Chief Business Official upon submission to the Governing Board** and by **the Board President upon formal Board action** on the proposed agreement.

Districts with a Qualified or Negative Certification : Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review **10 days prior to the board meeting that will ratify the agreement**.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.

District Superintendent - signature

Date

Chief Business Official - signature

Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on
 Tuesday, November 15, 2022 took action to approve the proposed Agreement with the
 California School Employees Association, Chapter #65, Units II and **Bargaining Unit**.

President, Governing Board - signature

Date

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

San Ramon Valley USD

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

nia School Employees Association, Chapter #65, Units II BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

11/15/22

A. PERIOD OF AGREEMENT:

The proposed bargaining agreement covers the period beginning and ending for the following fiscal years **2022-23**

07/01/22

06/30/25

2022-23, 2023-24, 2024-25

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$50,414,156.00

2. Current Year Costs After Agreement

\$54,529,342.00

3. Total Cost Change

\$4,115,186.00

4. Percentage Change

8.16%

5. Value of a 1% Change

\$433,177.47

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change

(% Change To Existing Salary Schedule)

8.5%

(% change for one time bonus/stipend or salary reduction)

1.0%

2. Step & Column

(Average % Change Over Prior Year Salary Schedule)

1.0%

3. TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE

11%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

260

6. Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)

180

**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

San Ramon Valley USD

SCHOOL DISTRICT

D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:

1.	Cost of Benefits Before Agreement	\$18,090,848.00
2.	Cost of Benefits After Agreement	\$19,135,320.00
3.	Percentage Change in Total Costs	5.77%

E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$428,774,901.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$12,863,247.03

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	\$12,863,247.03
5.	Unassigned/Unappropriated (Object 9790)	(\$13,592,458.03)
6.	Total Reserves: (Object 9789 + 9790)	(\$729,211.00)

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	\$16,473,413.00
----	--	------------------------

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	\$15,744,202.00
9.	Percentage of General Fund Expenditures/Uses	3.67%
	Difference between District Reserves and Minimum State Requirement	\$2,880,954.97

**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

San Ramon Valley USD

SCHOOL DISTRICT

F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS

Effective July 1, 2023, employees who have completed thirty-five (35) years of continuous service with the District shall receive twenty percent (20%) of his/her base pay rate for their longevity with the District. (Minimal fiscal impact)

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

Additional ongoing revenues from the 2022-23 enacted State Budget will be available to fund these obligations in future fiscal years, with one-time funds utilized to fund the one-time impact of the salary schedule change and the elimination of the out-of-district service cap.

H. NARRATIVE OF AGREEMENT

For 2022-2023, the Unit II & Unit III salary schedules shall be increased by eight and one-half percent (8 ½%) effective July 1, 2022.

Additionally, the District will provide unit members a one-time, off-schedule payment of 1% of their annual base salary

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT

The following source(s) of funding have been identified to fund the proposed agreement

Additional ongoing revenues from the 2022-23 enacted State Budget will be available to fund ongoing increases, and one-time revenues are available to fund the one-time payment.

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

San Ramon Valley USD

SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent - signature

Date

[Handwritten Signature]
Chief Business Official- signature

Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 11/15/2022 took action to approve the proposed Agreement with the California School Employees Association, Chapter #65, Units II and I Bargaining Unit.

President, Governing Board
(signature)

Date

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF A TENTATIVE AGREEMENT BETWEEN THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER #65, UNIT II, FOR A 2022-2025 SUCCESSOR CONTRACT

DISCUSSION: The proposed tentative agreement being presented tonight is a result of collective bargaining between San Ramon Valley Unified and the California School Employees Association (CSEA), Chapter #65, Unit II, for a 2022-2025 successor contract. Following the public hearing to disclose the tentative agreement between the San Ramon Valley Unified School District and CSEA and the AB 1200 document, the Board can now take action on the proposed agreement.

RECOMMENDATION: Pending CSEA ratification, approve the Tentative Agreement between the San Ramon Valley Unified School District and California School Employees Association (CSEA), Chapter #65, Unit II, for a 2022-2025 successor contract.

BUDGET IMPLICATION: The cost of the Agreement as required by AB 1200 and AB 2756 was presented earlier in this agenda.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

10.2

Item Number

**Tentative Agreement
Between
San Ramon Valley Unified School District
And
California School Employees Association, Chapter #65, Unit II**

November 3, 2022

The San Ramon Valley Unified School District and the California School Employees Association, Chapter #65, Unit II tentatively agree to the provisions included below for a successor contract for the period July 1, 2022 - June 30, 2025, inclusive.

All provisions of the existing collective bargaining agreement shall remain unchanged, with the exception of the modifications included below:

Article IV – Organizational Security

Section C.2.e will be deleted.

Article VII – Leaves

Section F will be revised to read:

F. Bereavement Leave

1. An employee shall be granted a leave with full pay in the event of the death of any members of the employee's immediate family. The leave shall be for a period of three (3) days or five (5) days if travel in excess of 300 miles one way is required. The immediate family is defined as spouse, domestic partner, son, daughter, mother, father, grandmother, grandfather, sister, brother, aunt, uncle, niece, nephew, grandchild or any person living in the immediate household of the bargaining unit member. **Bereavement leave shall also be granted due to miscarriage and stillbirth.**

Article VIII - Transfers, Promotions, Demotions and Reinstatements

Section B.1 will be revised to read:

1. ~~Notice of vacancies within the unit shall be distributed to each District work site for posting at least five (5) working days before the vacancy is permanently filled. The posting period for vacant positions shall be five (5) working days.~~ Posting notifications will be sent by email to all bargaining unit members and updated timely on the website. Each work site shall provide access to a computer to those employees who are not assigned a district computer.

Section B.5 will be deleted.

Section C will be revised to read:

C. Order of Filling Vacancies

Vacant positions shall be filled in the following order in accordance with Section D below:

1. **Employees requesting transfer will first be considered first to fill vacancies.**
2. ~~Employees with job rights needing placement due to impact of layoffs are considered next, and are offered positions in the reverse order of layoff, regardless of the hours per day of the former position, and in accordance with Education Code requirements and Association agreement.~~ **Vacancies not filled by employees requesting transfer will be filled by employees with job rights needing placement due to impact of layoffs. and are Laid off employees are offered positions in the reverse order of layoff, regardless of the hours per day of the former position, and in accordance with Education Code requirements and Association agreement.**
3. ~~Employees requesting promotion, a different classification or voluntary demotion are considered next.~~ **Internal candidates will be considered for vacancies not filled by employees requesting transfer or employees in layoff status with job rights.** ~~Employees requesting promotion, a different classification or voluntary demotion are considered next.~~ Reasons for non-selection of any such employees will be provided by the hiring administrator to the Classified Personnel Administrator.
4. ~~External Candidates: If the vacancy has not been filled, those not currently employed with or in layoff status with the District are considered.~~ **External candidates will be considered for vacancies not filled by employees requesting transfer, employees in layoff status with job rights, or internal candidates.** Administrators will not have access to outside candidate applications or interview external candidates until District employees applying for transfer, or promotion, all internal candidates have been determined not qualified.
5. **Internal candidates applying for vacant positions after the five (5) day posting period has closed will be considered along with external candidates.**

The last paragraph of this Section C will be deleted.

Section D will be retitled as follows:

D. Selection Criteria for Transfers, Appointments and Promotions **Internal Candidates**

Section E will be revised to read:

Section F will be revised to read:

F. Employee Initiated Transfers

1. Any employee may request consideration for a posted vacancy by **using the approved submission method mutually agreed upon by the District and the Association** ~~submitting a request for transfer on a District prescribed form within the application- posting period.~~
2. Probationary employees will be considered for transfer and/or promotion during their **initial probationary period which, effective for all new hires as of January 1, 2019, shall be ten (10) months from the initial date of hire in a regular position, and for all new hires effective January 1, 2021 shall be six (6) months or 130 days in paid**

service in a regular position, whichever is longer. (The remainder of this section will remain status quo.)

Current Section F.2 will be deleted.

Section H will be revised to read:

H. Promotion

1. Any employee may request consideration for a promotion by ~~submitting a request on the appropriate form using the approved submission method mutually agreed upon by the District and the Association~~ within the ~~application~~ posting period.
2. ~~The probationary period for a permanent employee selected for promotion, effective for all such employees promoted as of January 1, 2019, shall be five (5) months from the date of hire in the position to which he/she is promoted. The promotional probationary period for permanent employees promoted selected for promotion beginning January 1, 2021 shall be six (6) months or 130 days in paid service, whichever is longer. (Such employees may not apply for transfer or promotion during the promotional probationary period.)~~

The last paragraph in Section I will be deleted.

Article IX – Holidays

Section F will be revised so that the term “floating holiday” replaces “personal holiday”.

The attached MOU entitled “Payment to School Year Only Members for Denied Use of Floating Holiday in 2022-2023 School Year” will be approved.

Article XI – Evaluation Procedures

Section B.2 will be revised to read:

Permanent employees shall be evaluated a minimum of once every other year on or before the tenth (10th) workday prior to the end of their duty year. **Evaluations which are not completed by the supervisor as scheduled will be completed the following year.**

Article XIV – Salaries / Working Out of Class / Reclassification

Section A will be revised to read:

- A. The District and the Association shall negotiate salary schedule changes annually.

For 2022-2023, the Unit II salary schedules shall be increased by eight and one-half percent (8 ½%) effective July 1, 2022.

Additionally, the District will provide unit members a one-time, off-schedule payment of 1% of their annual base salary for the 2022-2023 school year based upon the member's salary schedule placement on November 1, 2022.

Section D will be revised to read:

D. Longevity

1. An employee shall receive an increase of four percent (4%) of his/her base rate of pay upon completion of five (5) years of continuous service with the District; six percent (6%) after ten (10) years, eight percent (8%) after fifteen (15) years, ten percent (10%) after twenty (20) years of continuous service, and twelve percent (12%) after twenty-five (25) years. Effective July 1, 2020, employees who have completed twenty-five (25) years of continuous service with the District shall receive thirteen percent (13%) of his/her base pay rate and employees ~~which~~ **who** complete thirty (30) years of continuous service shall receive sixteen percent (16%) of his/her base pay rate ~~for their longevity with the District.~~ **Effective July 1, 2023, employees who have completed thirty-five (35) years of continuous service with the District shall receive twenty percent (20%) of his/her base pay rate for their longevity with the District.**

Section F.2.c will be revised to read:

- c. **All reclassification packets submitted by the deadline date will be collaboratively reviewed by District and local Association leadership representatives to assess whether all contractual requirements have been met for further consideration by a reclassification panel. Only reclassification packets that meet the reclassification criteria will be forwarded to the panel. The Association will notify unit members whose reclassification packets will not be considered by the reclassification panel.**

(NOTE: Current Section F.2.c will be re-lettered F.2.d.)

Section F.5.a will be revised to read:

5. **Reclassification Criteria**
 - a. **Reasons for Reclassification**
 - 1) **Significantly new job duties and/or increased responsibilities, other than increased workload, have been** ~~are~~ **permanently added to the job or job description position by the supervisor.**
 - 2) **The purpose(s) and/or function(s) of a position or classification have been permanently changed by the District beyond the job description.**

Section F.8.d will be added to read:

Upon request, the Assistant Superintendent, Human Resources or designee shall meet with unit members whose reclassification requests are denied for an explanation of reasons for the denial.

Section K will be revised to read:

K. Salary Placement Upon Promotion

An employee promoted to a higher classification shall be placed on the step of the new range which will give a minimum of a ~~five percent (5%)~~ **two and one-half percent (2 ½%)** salary increase unless such a step does not exist. (The remainder of this section will remain status quo.)

Section O will be revised to read:

O. Reimbursement

The District shall pay the cost of any ~~medical examination state licensure~~/certificate (e.g., LVN/OT/PT) required by the District as a condition of employment.

Sections S and T will be deleted as they are duplicates of Sections O and Q.

Article XIX – Completion of Agreement – Savings Clause

All provisions of Article XIX will remain as CCL except:

- (1) Section D will be eliminated and section E will be re-lettered as D.
- (2) Section A will eliminate reference to Section E.
- (3) Section C will be included as follows:

Upon ratification, all articles in this Agreement will be closed for the **2022-2023** school year. For **2023-2024** and **2024-2025**, each party may reopen on Salary, Benefits and up to two (2) articles of its choice.

Article XX – Term

This section will be revised to read:

The term of this Agreement will be from **July 1, 2022** through **June 30, 2025**.

The signatures below acknowledge tentative agreement on all items included herein.

FOR THE ASSOCIATION:

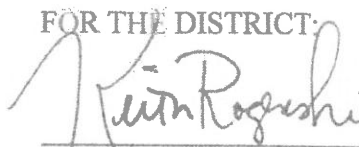
Tami Castelluccio

Nov 7, 2022

Tami Castelluccio
President, CSEA, Chapter #65

Date

FOR THE DISTRICT:



11/4/22

Keith Rogenski
Assistant Superintendent, HR

Date

Robyn Ambler Nov 7, 2022
Robyn Ambler Date

Joanna Canaparo (Nov 7, 2022 15:25 PST) Nov 7, 2022
Joanna Canaparo Date

Mona Manghirmalani Nov 7, 2022
Mona Manghirmalani Date

Jose Pinon Nov 7, 2022
Jose Pinon Date

Priscilla Elliott (Nov 8, 2022 12:00 PST) Nov 7, 2022
Priscilla Elliott Date
CSEA Labor Relations Representative

Melanie Jones 11/4/22
Melanie Jones Date
Executive Director, HR

Tonya Williams 11/4/22
T. Williams Date
Director, HR

Linda Rowley Thom 11/4/22
Linda Rowley Thom Date

Zetta Reicker 11.4.22
Zetta Reicker Date

MEMORANDUM OF UNDERSTANDING
Between
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #65

PAYMENT TO SCHOOL YEAR ONLY MEMBERS FOR DENIED USE
OF FLOATING HOLIDAY IN 2022-2023 SCHOOL YEAR

The San Ramon Valley Unified School District (referred to herein as "the District") and CSEA, Chapter #65 (referred to herein as "the Association"), collectively referred to herein as "the parties", mutually understand that the persistent labor shortage has made it exceedingly difficult to fill vacant positions within both Unit II and Unit III and has shrunk the District's pool of substitute employees. As a result, the District continues to struggle to adequately serve the needs of all students across all levels and sites, especially on days that students attend school.

These staffing pressures make it increasingly challenging for managers in some operations of the District to approve employees assigned to work on instructional days only the right to use their one (1) annual floating holiday without interfering with efficient department operations (See Unit II CBA, Section IX.F). For that reason, some such unit members have/will have their request to use their floating holiday approved for use during the 2022-23 school year.

In recognition of the above, the parties agree that the District shall provide one (1) day of compensation to any Unit II member assigned a work calendar that includes the instructional days of the school year only when the employee has requested and been denied the use of their floating holiday by their supervising administrator in the 2022-23 school year. To qualify for such payment, the employee must request and be approved by their administrator for this compensation at the conclusion of the 2022-23 school year and by no later than Friday, June 16, 2023. Such payment will be provided to the unit member as soon as practically possible thereafter.

The parties mutually understand that the terms included herein are temporary and non-precedent setting, and that any alleged violation, misapplication or misinterpretation of the them will be subject to the negotiated grievance procedure. This MOU will sunset on June 30, 2023 unless mutually extended in writing before that date.

The signatures below acknowledge full understanding of and agreement with the terms included above.

FOR THE ASSOCIATION:

Jami Castelluccio 11/3/2022
Tami Castelluccio Date
CSEA President

Mona Manghirmalani 11/03/2022
Mona Manghirmalani Date
CSEA Vice President

Priscilla Elliott 11/03/2022
Priscilla Elliott Date
CSEA Labor Relations Representative

FOR THE DISTRICT:

Keith Rogenski 11/3/2022
Keith Rogenski Date
Assistant Superintendent, HR

Melanie Jones 11/3/2022
Melanie Jones Date
Executive Director, HR

LaTonya Williams 11/3/22
LaTonya Williams Date
Director, HR

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF A TENTATIVE AGREEMENT BETWEEN THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER #65, UNIT III, FOR A 2022-2025 SUCCESSOR CONTRACT

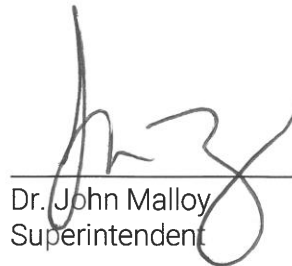
DISCUSSION: The proposed tentative agreement being presented tonight is a result of collective bargaining between San Ramon Valley Unified and the California School Employees Association (CSEA), Chapter #65, Unit III, for a 2022-2025 successor contract. Following the public hearing to disclose the tentative agreement between the San Ramon Valley Unified School District and CSEA and the AB 1200 document, the Board can now take action on the proposed agreement.

RECOMMENDATION: Pending CSEA ratification, approve the Tentative Agreement between the San Ramon Valley Unified School District and California School Employees Association (CSEA), Chapter #65, Unit III, for a 2022-2025 successor contract.

BUDGET IMPLICATION: The cost of the Agreement as required by AB 1200 and AB 2756 was presented earlier in this agenda.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

10.3

Item Number

**Tentative Agreement
Between
San Ramon Valley Unified School District
And
California School Employees Association, Chapter #65, Unit III**

November 3, 2022

The San Ramon Valley Unified School District and the California School Employees Association, Chapter #65, Unit III tentatively agree to the provisions included below for a successor contract for the period July 1, 2022 - June 30, 2025, inclusive.

All provisions of the existing collective bargaining agreement shall remain unchanged, with the exception of the modifications included below:

Article IV – Organizational Security

Section C.2.e will be deleted.

Article VII – Leaves

Section F will be revised to read:

F. **Bereavement Leave**

1. An employee shall be granted a leave with full pay in the event of the death of any members of the employee's immediate family. The leave shall be for a period of three (3) days or five (5) days if travel in excess of 300 miles one way is required. The immediate family is defined as spouse, domestic partner, son, daughter, mother, father, grandmother, grandfather, sister, brother, aunt, uncle, niece, nephew, grandchild or any person living in the immediate household of the bargaining unit member. **Bereavement leave shall also be granted due to miscarriage and stillbirth.**

Section L.1 of the CBA will be corrected to read:

L. **Personal Business Leave**

1. A permanent employee may take ~~one (1) day~~ **two (2) days** of paid leave per school year in increments of not less than one (1) hour.

Article VIII - Transfers, Promotions, Demotions and Reinstatements

Section B.1 will be revised to read:

1. ~~Notice of vacancies within the unit shall be distributed to each District work site for posting at least five (5) working days before the vacancy is permanently filled. The posting period for vacant positions shall be five (5) working days.~~ **Posting notifications will be sent by email to all bargaining unit members and updated timely**

on the website. Each work site shall provide access to a computer to those employees who are not assigned a district computer.

Section B.5 will be deleted.

Section C will be revised to read:

C. Order of Filling Vacancies

Vacant positions shall be filled in the following order in accordance with Section D below:

1. Employees requesting transfer will **first** be considered **first to fill vacancies**.
2. ~~Employees with job rights needing placement due to impact of layoffs are considered next, and are offered positions in the reverse order of layoff, regardless of the hours per day of the former position, and in accordance with Education Code requirements and Association agreement. Vacancies not filled by employees requesting transfer will be filled by employees with job rights needing placement due to impact of layoffs.~~ **Laid off employees are offered positions in the reverse order of layoff, regardless of the hours per day of the former position, and in accordance with Education Code requirements and Association agreement.**
3. ~~Employees requesting promotion, a different classification or voluntary demotion are considered next. Internal candidates will be considered for vacancies not filled by employees requesting transfer or employees in layoff status with job rights. Employees requesting promotion, a different classification or voluntary demotion are considered next. Reasons for non-selection of any such employees will be provided by the hiring administrator to the Classified Personnel Administrator.~~
4. ~~External Candidates: If the vacancy has not been filled, those not currently employed with or in layoff status with the District are considered.~~ **External candidates will be considered for vacancies not filled by employees requesting transfer, employees in layoff status with job rights, or internal candidates.** Administrators will not have access to outside candidate applications or interview external candidates until ~~District employees applying for transfer, or promotion;~~ **all internal candidates have been determined not qualified.**
5. **Internal candidates applying for vacant positions after the five (5) day posting period has closed will be considered along with external candidates.**

The last paragraph of Section C will be deleted.

Section D will be retitled as follows:

D. Selection Criteria for Transfers, Appointments and Promotions Internal Candidates

Section F will be revised to read:

F. Employee Initiated Transfers

1. Any employee may request consideration for a posted vacancy by **using the approved submission method mutually agreed upon by the District and the Association** ~~submitting a request for transfer on a District-prescribed form within the application~~ **posting period.**

2. Probationary employees will be considered for transfer and/or promotion during their initial probationary period which, ~~effective for all new hires as of January 1, 2019, shall be ten (10) months from the initial date of hire in a regular position, and for all new hires effective January 1, 2021 shall be six (6) months or 130 days in paid service in a regular position, whichever is longer. (The remainder of this section will remain status quo.)~~

Current Section F.2 will be deleted.

Section H will be revised to read:

H. Promotion

1. Any employee may request consideration for a promotion by ~~submitting a request on the appropriate form using the approved submission method mutually agreed upon by the District and the Association~~ within the ~~application~~ posting period.
2. ~~The probationary period for a permanent employee selected for promotion, effective for all such employees promoted as of January 1, 2019, shall be five (5) months from the date of hire in the position to which he/she is promoted. The promotional probationary period for permanent employees promoted selected for promotion beginning January 1, 2021 shall be six (6) months or 130 days in paid service, whichever is longer. (Such employees may not apply for transfer or promotion during the promotional probationary period.)~~

The last paragraph in Section I will be deleted.

Article XI – Evaluation Procedures

Section B.2 will be revised to read:

Permanent employees shall be evaluated a minimum of once every other year on or before the tenth (10th) workday prior to the end of their duty year. **Evaluations which are not completed by the supervisor as scheduled will be completed the following year.**

Article XIV – Salaries / Working Out of Class / Reclassification

Section A will be revised to read:

- A. The District and the Association shall negotiate salary schedule changes annually.

For 2022-2023, the Unit III salary schedules shall be increased by eight and one-half percent (8 ½%) effective July 1, 2022.

Additionally, the District will provide unit members a one-time, off-schedule payment of 1% of their annual base salary for the 2022-2023 school year based upon the member's salary schedule placement on November 1, 2022.

Section D will be revised to read:

D. Longevity

1. An employee shall receive an increase of four percent (4%) of his/her base rate of pay upon completion of five (5) years of continuous service with the District; six percent (6%) after ten (10) years, eight percent (8%) after fifteen (15) years, ten percent (10%) after twenty (20) years of continuous service, and twelve percent (12%) after twenty-five (25) years. Effective July 1, 2020, employees who have completed twenty-five (25) years of continuous service with the District shall receive thirteen percent (13%) of his/her base pay rate and employees ~~which~~ who complete thirty (30) years of continuous service shall receive sixteen percent (16%) of his/her base pay rate ~~for their longevity with the District.~~ **Effective July 1, 2023, employees who have completed thirty-five (35) years of continuous service with the District shall receive twenty percent (20%) of his/her base pay rate for their longevity with the District.**

Section F.2.c will be revised to read:

- c. **All reclassification packets submitted by the deadline date will be collaboratively reviewed by District and local Association leadership representatives to assess whether all contractual requirements have been met for further consideration by a reclassification panel. Only reclassification packets that meet the reclassification criteria will be forwarded to the panel. The Association will notify unit members whose reclassification packets will not be considered by the reclassification panel.**

(NOTE: Current F.2.c will be re-lettered F.2.d)

Section F.5.a will be revised to read:

5. **Reclassification Criteria**
 - a. **Reasons for Reclassification**
 - 1) **Significantly new job duties and/or increased responsibilities, other than increased workload, have been ~~are~~ permanently added to the ~~job or job description~~ position by the supervisor.**
 - 2) **The purpose(s) and/or function(s) of a position or classification have been permanently changed by the District beyond the job description.**

Section F.8.d will be added to read:


Upon request, the Assistant Superintendent, Human Resources or designee shall meet with unit members whose reclassification requests are denied for an explanation of reasons for the denial.

 Nov 7, 2022
Joanna Canaparo Date

Mona Manghirmalani Nov 7, 2022
Mona Manghirmalani Date

Jose Pinon Nov 7, 2022
Jose Pinon Date

 Nov 7, 2022
Priscilla Elliott Date
CSEA Labor Relations Representative

 11/4/22
LaTonya Williams Date
Director, HR

 11/4/22
Linda Rowley Thom Date

Zetta Reicker 11-4-22
Zetta Reicker Date

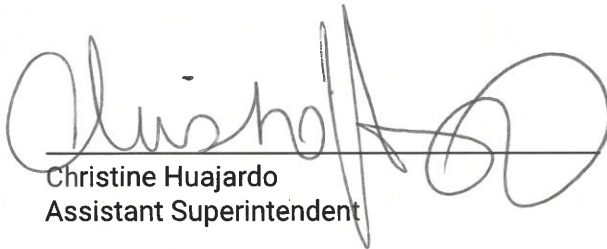
DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF THE SRVUSD TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

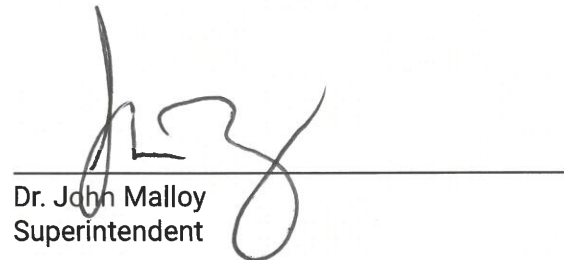
DISCUSSION: The CDE requires California school districts who receive Title I funding to establish and implement a policy on parent and family engagement and receive Board approval of the policy. SRVUSD has developed a written Title I parent and family engagement policy with input from parents and caregivers of participating children. The policy outlines how we will conduct outreach to parents and caregivers to solicit their input on how to implement programs, activities, and procedures that impact participating children. Input on family and parent engagement strategies will be gathered through family surveys, discussion forums and steering committee meetings. The District will distribute the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families through a variety of sources including email, site newsletters, and on our website, once approved.

RECOMMENDATION: Administration recommends approval of the Parent and Family Engagement Policy

BUDGET IMPLICATIONS: None



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent



San Ramon Valley Unified School District
Parent and Family Engagement Policy
2022-2023

1. San Ramon Valley Unified School District will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

All school sites as well as the LEA will hold meetings throughout the school year to obtain feedback from parents/caregivers. This feedback will inform how we organize and implement Title I services to students. These meetings may come in a variety of forms including parent forums, site council meetings, Title I parent meetings, focus groups, etc.

2. San Ramon Valley Unified School District receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, San Ramon Valley Unified School District will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

- The policy shall be incorporated into the local educational agency's plan developed under section 1112

- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

Both the LEA and school-specific Parent and Family Engagement (PFE) policy will be reviewed and revised at the beginning of each school year.

Parents/caregivers are integral to this process. The policy will be sent to all parents/caregivers at the beginning of the year in order for them to provide input through the use of a google form, email or personal meeting.

3. San Ramon Valley Unified School District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

San Ramon Valley Unified School District
Parent and Family Engagement Policy
2022-2023
Page 2

The LEA meets regularly with the principals and site leaders of the schools who receive Title I, Part A funds. At these meetings we review the expectations of the Title I sites including the need to create and get input on family engagement policies and compacts, the services they provide eligible students, and the extent to which these services are meeting the needs of our students. We also discuss the requirement that parents are involved in the creation of not only the engagement policy and compact but also the activities that the sites will use to support students. Sites then send these policies to families and post them on their website so they are available for parents to access.

4. San Ramon Valley Unified School District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)
 - barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - strategies to support successful school and family interactions;

At the beginning of each school year District administrators will examine the effectiveness of our family engagement strategies. This will be led by the Executive Director of Curriculum and Instruction and will be supported by their staff. We will examine the number of families involved in various meetings and solicit input on how we can remove barriers in order to improve parent involvement. These meetings may come in a variety of forms including LCAP meetings/surveys, parent forums, site council meetings, Title I parent meetings, focus groups, etc.

5. San Ramon Valley Unified School District will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)

Once we engage parents in order to obtain information on how to make our meetings, sites, etc. more accessible to parents, we will utilize evidence-based strategies in attempts to improve parent/caregiver engagement. This could include, but is not limited to, providing meetings during various times of the day, allowing parents to access meetings from home through an interface such as Zoom, or providing childcare to families with small children.

San Ramon Valley Unified School District
Parent and Family Engagement Policy
2022-2023
Page 3

6. To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, *San Ramon Valley Unified School District* shall: Section 1116 (e)
- (i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Each year all Title I schools have a meeting just for parents/caregivers of students eligible for Title I services. All sites have open houses in the fall where parents are invited to learn more about the curriculum including State standards, assessments, how to monitor children's progress, etc. In addition, this information is sent to parents and is on the schools' websites as well as our Learning Management System. Conferences are held in the fall and spring and all parents are invited to attend.

San Ramon Valley Unified School District
10/26/22

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICY 6170.1 TRANSITIONAL KINDERGARTEN

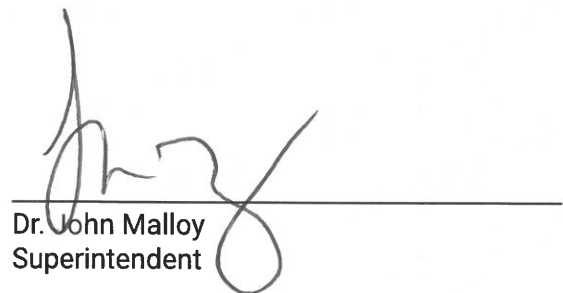
DISCUSSION: To be in compliance with new laws governing transitional kindergarten and to be in alignment with the California School Boards Association (CSBA) policies, Board Policy 6170.1 is being updated from the last review in March 2016.

Assembly Bill 130 amends Education Code 48000 to (1) gradually revise the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK; (2) clarify required immunization documents or a valid exemption prior to admission to TK; (3) reflect staffing requirements for districts to maintain an average TK class enrollment of not more than 24 students for each site; and (4) require TK teachers to possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

RECOMMENDATION: Administration recommends approval of revisions to Board Policy 6170.1. Once approved, the SRVUSD board policy manual will be updated.

BUDGET IMPLICATION: None


Christine Huajardo
Assistant Superintendent


Dr. John Malloy
Superintendent

10.5
Item Number

Policy 6170.1: Transitional Kindergarten

Status: IN REVIEW

Original Adopted Date: 03/22/2016

The Board of Education desires to offer a high-quality transitional kindergarten program (TK) for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's ~~transitional kindergarten~~ TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation of the district's TK program..

~~(cf. 0420—School Plans/Site Councils)~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 6020—Parent Involvement)~~

Eligibility

The district's ~~transitional kindergarten~~ TK program shall admit children whose fifth birthday lies between as follows: (Education Code 48000)

~~1. November 2 and December 2 in the 2012-13 school year~~

~~2. October 2 and December 2 in the 2013-14 school year~~

~~3. September 2 and December 2 in the 2014-15 school year and each school year thereafter~~

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2
2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2
3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

Parents/guardians of eligible children shall be notified of the availability of ~~this~~ the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the ~~transitional kindergarten~~ TK program shall be voluntary.

(cf. 5111—Admission)
 (cf. 5111.1—District Residency)
 (cf. 5111.12—Residency Based on Parent/Guardian Employment)
 (cf. 5111.13—Residency for Homeless Children)
 (cf. 5141.22—Infectious Diseases)
 (cf. 5141.3—Health Examinations)
 (cf. 5141.31—Immunizations)
 (cf. 5141.32—Health Screening for School Entry)

Curriculum and Instruction

The district's ~~transitional kindergarten~~ TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141—Curriculum Development and Evaluation)
 (cf. 6161.1—Selection and Evaluation of Instructional Materials)

~~The program shall be aligned with the~~ Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE) kindergarten standards. Such standards shall be designed to facilitate students' development in essential knowledge and skills which may include, as appropriate, related to language and literacy, mathematics, physical development, health, visual and performing the arts, science, history-social sciences, English language development, and social-emotional development.

(cf. 5148.3—Preschool/Early Childhood Education)
 (cf. 6011—Academic Standards)
 (cf. 6174—Education for English Language Learners)

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that ~~Teachers~~ teachers assigned to teach in ~~transitional kindergarten~~ TK classes shall possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction. ~~that authorizes instruction at the kindergarten grade level.~~ (cf. 4112.2—Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that ~~transitional kindergarten~~ TK teachers are knowledgeable about ~~district~~ the standards and effective instructional methods for teaching young children-, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners. (cf. 4131—Staff Development)

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

Students who complete the ~~transitional kindergarten~~TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed ~~parental permission form for kindergarten attendance~~. Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

~~Program Evaluation~~Assessment

The Superintendent or designee ~~shall~~may develop or identify appropriate formal and/or informal assessments of ~~transitional kindergarten~~TK students' development and progress. The Superintendent or designee~~He/she~~ shall monitor and regularly report to the Board regarding program implementation~~and~~, the progress of students in meeting related academic standards, and student preparedness for future education.

~~(cf. 0500—Accountability)~~

~~(cf. 6162.5—Student Assessment)~~

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18000-18434	Child care and development programs
5 CCR 18068	Attendance and expenditure reports
5 CCR 18272	Developmental profile
5 CCR 18281	Environment rating scales
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46111	Kindergarten, hours of attendance
Ed. Code 46114-46119	Minimum school day, kindergarten
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 46300	Method of computing average daily attendance

Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
Ed. Code 8973	Extended-day kindergarten
Management Resources	Description
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4131	<u>Staff Development</u>
5111	<u>Admission</u>
5111	<u>Admission</u>
5111.1	<u>District Residency</u>
5123	<u>Promotion/Acceleration/Retention</u>
5123	<u>Promotion/Acceleration/Retention</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.3	<u>Health Examinations</u>
5141.3	<u>Health Examinations</u>
5141.31	<u>Immunizations</u>
5141.31	<u>Immunizations</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6141	<u>Curriculum Development And Evaluation</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6174-E PDF(1)	<u>Education For English Learners - Education For English Language Learners</u>

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICY 1230, SCHOOL CONNECTED ORGANIZATIONS

DISCUSSION: Periodically district administration reviews Board Policies and Administrative Regulations to assure they are current and in compliance with the California Education Code and various Federal and State regulations. The following policies and regulations have been updated to include changes recommended by the California School Board Association policy guidelines.

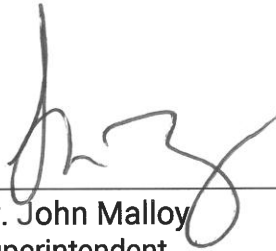
- BP 1230 School Connected Organizations
-

RECOMMENDATION: The staff recommends that the board approve the revised policy as stated above.

BUDGET IMPLICATION: N/A



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

10.6 Item Number

Board Policy 1230: School-Connected OrganizationsStatus: Revisions
pending approvalCSBA Original Adopted Date: 3-2016 CSBA revised Date: 05/01/2016

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting ~~district~~ the district's educational and extracurricular programs, ~~such as athletic teams, debate teams, or musical groups.~~ The Board appreciates the contributions made by such organizations ~~and encourages their interest and participation in supporting district activities and helping to achieve the district's~~ toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

(cf. 0200—Goals for the School District)

(cf. 6020—Parent Involvement)

~~The Board recognizes that school-connected organizations are separate legal entities, independent of the district. However, in order to help the Board fulfill its legal and fiduciary responsibility to manage district operations, any~~

Persons proposing to establish a school-connected organization that desires to raise money to benefit any district student shall submit a request to the Board for authorization to the Board, operate within the district or at a district school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policy and policies, administrative regulation. In addition, regulations, and any rules of the sponsoring school.

The Superintendent or designee shall establish appropriate internal controls rules for the relationship between school-connected organizations and the district.

(cf. 1321—Solicitation of Funds from and by Students)

(cf. 1330—Use of School Facilities)

(cf. 3452—Student Activity Funds)

~~The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations~~

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

A school-connected organization shall consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.

(cf. 3290—Gifts, Grants and Bequests)

(cf. 3554—Other Food Sales)

(cf. 5030—Student Wellness)

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

Board Policy 1230: School-Connected Organizations

Status: Revisions
pending approval

CSBA Original Adopted Date: 3-2016 **CSBA revised Date:** 05/01/2016

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the district's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the district or at a district school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the district.

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

A school-connected organization shall consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF THE REMAINING 2022-23 ANNUAL RESOLUTIONS (NUMBERS 72/22-23 THROUGH 76/22-23)

DISCUSSION: Administration submits for board adoption the enclosed district resolutions, which supports recognition of annual heritage, program, student, and employee groups. Resolutions 72/22-23 through 76/22-23 were discussed at the October 14, 2022 Board Workshop and approved to move forward for adoption today. If approved by the Board, the resolutions will be publically available. Administration will present more details and school recognition plans for each resolution prior to the month of recognition.

- #72 Substitute Educator Day, November 18, 2022
- #73 Inclusive Schools Week, January 23-27, 2023
- #74 School Library Month, April
- #75 Volunteer Appreciation Week, April 17-21, 2023
- #76 Environmental Week, April 16-22, 2023

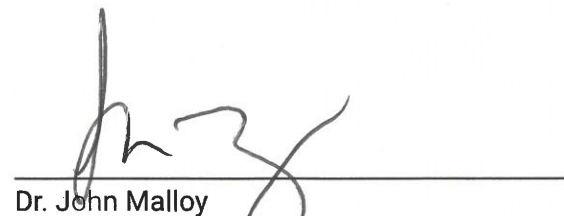
In addition to the above five resolutions for the 2022-23 school year, five new or revised district resolutions were approved at the Board Workshop and will be brought forward during the 2023-24 school year.

- National Literacy Month, September
- Citizenship Awareness Month, September
- Safe Schools Month, October
- National Bullying Prevention Month, October
- Red Ribbon Week, October 23-31, 2023

RECOMMENDATION: The administration recommends adoption of the listed annual resolutions.

BUDGET IMPLICATION: None.


Christine Huajardo
Assistant Superintendent


Dr. John Malloy
Superintendent

10.7

Item Number

RESOLUTION NO. : 72/22-23

IN SUPPORT OF SUBSTITUTE EDUCATORS DAY, NOVEMBER 18, 2022

WHEREAS, education is the most vital activity we as a society undertake to ensure the well-being of our students; and

WHEREAS, substitute educators are an essential part of the education of our children; and

WHEREAS, substitute educators provide continuity in the learning process as well as a safe and healthy learning environment for students; and

WHEREAS, substitute educators work tirelessly to serve our children and community with care and professionalism; and

WHEREAS, substitute educators are a source of caring, concern, empathy, warmth, and inspiration for students; and

WHEREAS, the role of substitute educators may be different from that of the regular educator in some aspects, but it is nonetheless equally demanding, essential and professional; and

WHEREAS, the Board of Education and leadership of San Ramon Valley Unified School District recognize the truly vital role of substitute educators in realizing the mission for public education;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education extends its sincere appreciation to the substitute educators of San Ramon Valley Unified School District and encourages the community to celebrate the accomplishments of the District's substitute educator staff, and hereby recognizes the third Friday of November as Substitute Educators Day.

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: none

AYES:

NOES:

ABSENT:

ABSTAINED:

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

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 73/22-23

IN SUPPORT OF INCLUSIVE SCHOOLS WEEK, JANUARY 23-27, 2023

WHEREAS, the San Ramon Valley Unified School District (SRVUSD) strives to create schools that are equitable for all students and meet the diverse needs that exist in our community; and

WHEREAS, students with disabilities are general education students first who may require additional support and services in order to access their education; and

WHEREAS, all students with disabilities have the right to participate with same-aged peers to the maximum extent they are able in all school programs, including co-curricular and extracurricular activities; and

WHEREAS, educating our students with disabilities from toddlerhood through adulthood (completion of a course of study) requires commitment to meaningful collaboration with families and community members; and

WHEREAS, the education of students with disabilities includes specially designed instruction and services to learn the necessary skills to be successful in their postsecondary lives; and

WHEREAS, inclusive practices are not a separate component of education, but rather reflect the core ideal that all students with disabilities feel safe, connected, and engaged with their school community; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) requires students with disabilities shall be served in the least restrictive environment (LRE) which means participation in general education to the maximum benefit of the student in light of their unique needs; and

WHEREAS, SRVUSD believes the diversity of our community makes everyone better. We celebrate differences and the ways in which students with disabilities add to the fabric of our school communities and participate in all areas of public life;

NOW, THEREFORE, BE IT RESOLVED SRVUSD holds high expectations for growth and development for all students with disabilities and honors the requirement that students with disabilities participate in all aspects of school life.

With these inclusive education practices in mind, the San Ramon Valley Unified School District celebrates all students with disabilities and strives to model respect, empathy, and high expectations for every student with disabilities and will celebrate Inclusive Schools Week on January 23-27, 2023.

RESOLUTION NO. : 73/22-23

IN SUPPORT OF INCLUSIVE SCHOOLS WEEK, JANUARY 23-27, 2023

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 74/22-23
IN SUPPORT OF SCHOOL LIBRARY MONTH, APRIL

WHEREAS, the school library is to ensure that students and staff are effective users of ideas and information; and

WHEREAS, the school librarian's role is to provide the leadership and expertise necessary to ensure that the school library is an integral part of the instructional program of the school; and

WHEREAS, the Board of Education has entrusted the school librarian in each school to teach the skills of locating and using information through traditional resources and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student; and

WHEREAS, lifelong learning begins and is systematically developed through the school library curriculum of the elementary and secondary schools; and

WHEREAS, the school library contributes to the individual growth and development of all students while fostering both excellence and equity in education; and

WHEREAS, the school librarians of San Ramon Valley Unified School District have dedicated themselves to working for quality school libraries for all students;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of San Ramon Valley Unified School District does hereby proclaim April 2023 as School Library Month in all of the public schools of San Ramon Valley and calls upon school administrators, teachers, students and citizens of San Ramon Valley to recognize and support this action and to participate throughout the month of April in the celebration of School Library Month

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

RESOLUTION NO. : 75/22-23
IN SUPPORT OF VOLUNTEER APPRECIATION WEEK, APRIL 17-21, 2023

WHEREAS, our community's young people are our most valuable resource; and

WHEREAS, students in San Ramon Valley Unified School District are the key to our community's future; and

WHEREAS, the many devoted and dedicated volunteers in our community provide essential support to our students through generous donations of time, talent, and resources; and

WHEREAS, volunteers enrich learning experiences beyond what is often available for students; and

WHEREAS, volunteers selflessly serve on our boards, task forces, and committees to help us move our mission forward; and

WHEREAS, volunteers play a key role in serving as our partners in education, coordinating events, and building a sense of community on our campuses and beyond; and

WHEREAS, volunteers are motivated by the simple satisfaction of helping our students and fostering a sense of community and pride within our schools and district;

NOW, THEREFORE, BE IT RESOLVED that our Board of Education extends its appreciation to all San Ramon Valley Unified School District volunteers for supporting the education of our students; and recognizes the efforts of volunteers during the third week of April.

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: none.

AYES:

NOES:

ABSENT:

ABSTAINED:

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

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 76/22-23
IN SUPPORT OF ENVIRONMENTAL WEEK, APRIL 16-22, 2023

WHEREAS, schools in California and nationwide have the potential to effect positive, tangible environmental change while preparing students, in their careers and civic life, to be stewards of their communities, the earth, and its resources; and

WHEREAS, the more we understand our connection to the environment, the more the possibilities to influence how those connections impact our health and planet as small, individual actions add up to a big difference; and

WHEREAS, California students across all grade levels strive to be environmentally conscious in their daily lives and to be active and engaged leaders in combating global climate change in their community, both now and in the future; and

WHEREAS, a key component of the San Ramon Valley Unified School District's mission is to support students in becoming aware of not only the immediate impact of their decisions on themselves, others, and the environment, but also the impact of their actions on vulnerable communities around the world; and

WHEREAS, Next Generation Science Standards provide opportunities for students to engage in solving real-world problems and apply scientific skills and knowledge to understand and address environmental issues; and

WHEREAS, the implementation of sustainable practices on school campuses, capital investments to improve energy efficiency, and other environmentally mindful purchasing decisions can yield significant cost savings for our schools; and

WHEREAS, John Muir Day is celebrated each year on April 21 and recognizes that humans are part of nature and that our well-being and survival depend on an ecologically sound natural environment; and

WHEREAS, Earth Day is celebrated each year on April 22 in order to honor the achievements of the environmental movement and raise awareness of the need to protect Earth's natural resources for future generations;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the San Ramon Valley Unified School District does hereby proclaim the week of April 16-22, 2023 be declared Environmental Week in the San Ramon Valley Unified School District.

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

DATE: November 15, 2022


TOPIC: FIRST READING OF NEW ADMINISTRATIVE REGULATION 1230, SCHOOL CONNECTED ORGANIZATIONS

DISCUSSION: Periodically district administration reviews Board Policies and Administrative Regulations to assure they are current and in compliance with the California Education Code and various Federal and State regulations. The California School Board Association has recommended that the district add the following administrative regulation:

1. AR 1230, School Connected Organizations – this regulation establishes the initial procedures for school connected organizations and outlines the process for authorization to operate within the school district.

RECOMMENDATION: The staff recommends that the board approve the new policies as stated above.

BUDGET IMPLICATION: N/A



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

Regulation 1230: School-Connected Organizations

Status: NEW

CSBA Original Adopted Date: 5/16/2022

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination
4. The names, addresses, and phone numbers of all officers
5. A list of specific objectives
6. An agreement to grant the district the right to audit the group's financial records, either by district personnel or a certified public accountant, whenever any concern is raised regarding the use of the funds
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

Requests for subsequent authorization shall be annually submitted to the Superintendent or designee, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/her recommendation to the Governing Board for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

Each school-connected organization shall abide by the following rules:

1. The organization shall not act as an agent of the district or school.
2. The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.
6. Must be familiar with the district's "Guidelines for School Connected Organizations Handbook"

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022

TOPIC: REVIEW OF DRAINAGE IMPROVEMENT OPTIONS FOR STONE VALLEY MIDDLE SCHOOL

DISCUSSION:

On October 24, 2021, a significant weather system impacted much of the Bay Area. At Stone Valley Middle School, due to the duration and intensity of the rainfall, the drainage swell was overwhelmed causing runoff into parcels adjacent to the west side of the campus.

The district has been engaged with neighbors who live adjacent to the north and west sides of Stone Valley Middle School to analyze the grading, the drainage and runoff systems. Several studies were conducted to evaluate the berm/swale and water retention systems to address the concerns that were raised. The civil engineering firm of Schaaf and Wheeler was hired to conduct an analysis of the prior reports, evaluate the existing systems and provide recommendations to the district. Prior to the publication of this final report, the draft report was sent to the neighbors and a meeting was held on October 12, 2022 to solicit feedback, gather additional information and answer questions. The final report has been completed, shared with neighbors for questions and feedback and includes recommendations to address drainage.

Dan Schaaf, principal engineer from the civil engineering firm Schaaf and Wheeler will be present to share the report, answer questions, and provide options for addressing drainage issues.

RECOMMENDATION:

This is information only.

BUDGET IMPLICATION:

Estimate costs associated with the remediation are outlined in the report and will be funded from Measure D.


Erin Hirst
Director, Facilities Development


Dr. Stella M. Kemp
Assistant Superintendent, Business Operations


Dr. John Malloy
Superintendent

11.2

Item Number

Schaaf & Wheeler

CONSULTING CIVIL ENGINEERS

870 Market Street, Suite 1278
 San Francisco, CA 94102
 (415) 433-4848
 info@swwsv.com

MEMORANDUM

DATE: November 3, 2022
 TO: Arne Sandberg
 FROM: Dan Schaaf, PE
 SUBJECT: Stone Valley Middle School Hydrology and Hydraulics Study



Introduction

Lozano Smith contracted Schaaf & Wheeler to perform a drainage study of the Stone Valley Middle School. The site is in Alamo, California along Miranda Avenue.

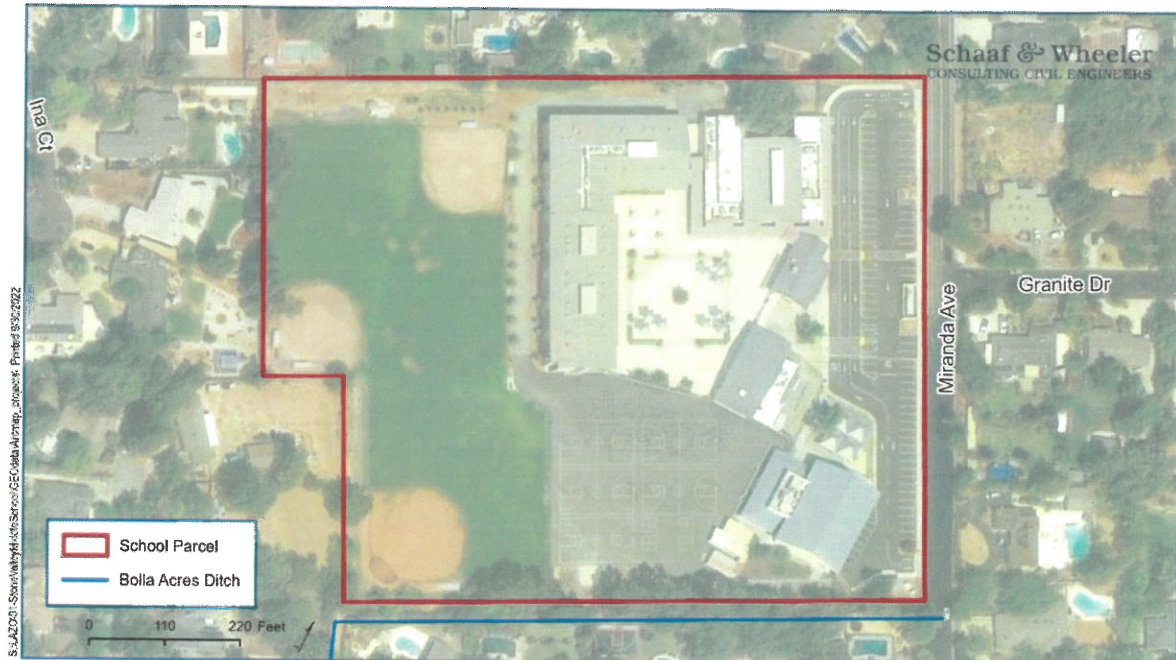


Figure 1. Stone Valley Middle School Site Map

This study focuses on any potential impacts to the drainage systems surrounding the school from recent school renovations during the County's design storm event. Conceptual projects to improve the western drainage system are also included.

Stone Valley Middle School's civil engineering plans were designed by BKF Engineers. Construction of the new classroom building and multi-purpose room and outdoor areas were substantially completed in 2019. In both the pre- and post-construction conditions, stormwater runs off of the campus to the north to a private storm drain system, to the west and south

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directly into the Bolla Acres Ditch, and to the east into a public storm drain system leading to Bolla Acres Ditch.

Schaaf & Wheeler developed a HEC-HMS 10-year hydrology model using Contra Costa County's HEC-HMS Guidance and routed the resulting flows through pipe and ditch networks using InfoWorks ICM. Both model software are commonly used in drainage analyses throughout the Bay Area. Results between the pre- and post-construction were compared using both the peak flow rates and cumulative flow volume in each drainage direction.

Known Drainage Issues

Schaaf & Wheeler was unable to find documentation of severe flooding on the campus or surrounding parcels. Portions of the campus are in the FEMA-delineated 100-year floodplain. It does not appear that FEMA studied Bolla Acres Ditch or the pipe networks. The mapped floodplains for this area are from North Branch Stone Valley Creek and spills from Miranda Creek along Miranda Road.

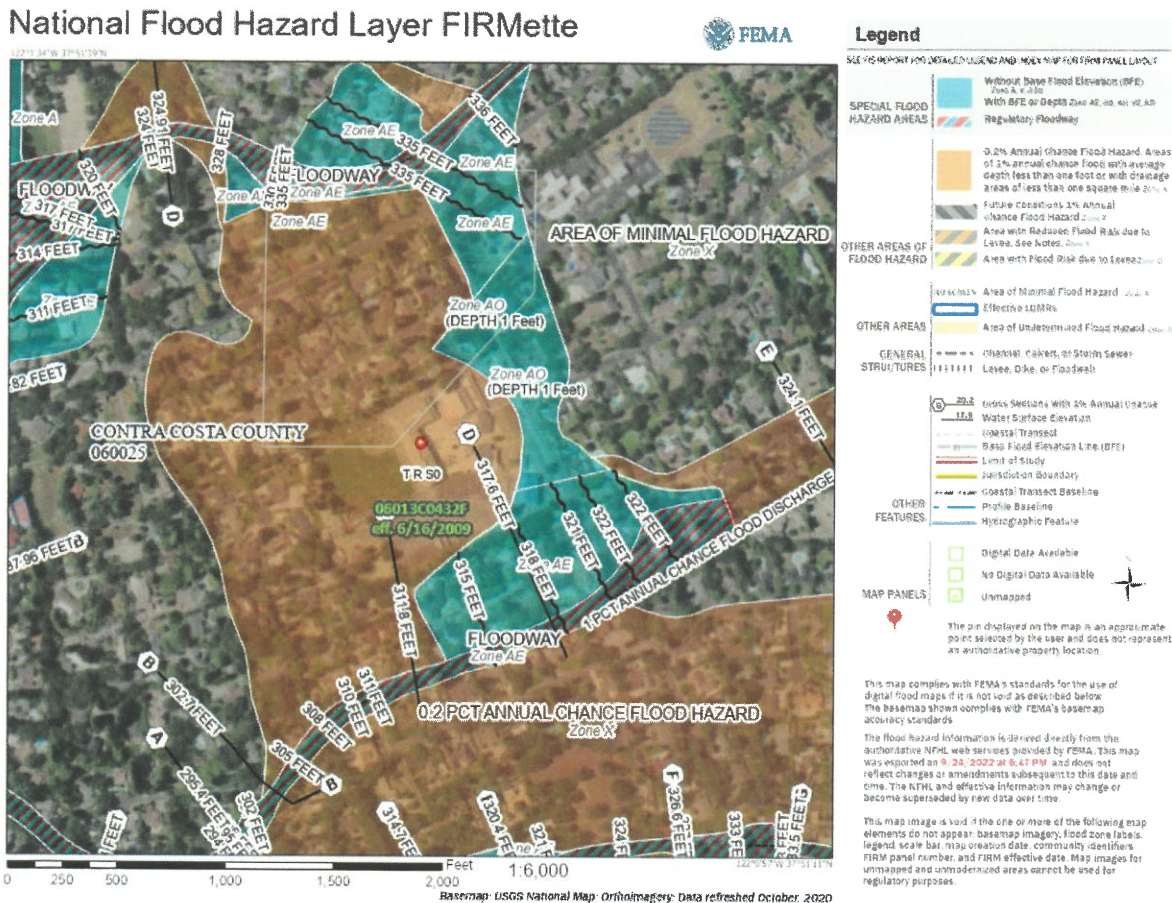


Figure 2. FEMA Flood Hazard Map

In October 2021 the drainage swale along the western border of campus was at or near capacity. Runoff entered one or more parcels west of the north baseball field backstop. The

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existing swale is very shallow and not clearly defined along the left field foul line. The new bubbler system outfall in the north baseball outfield and the swale likely require modifications to reduce drainage issues for these parcels.

We were unable to find documentation of runoff from the campus inundating parcels along the north border. However, there has been concern from northern neighbors regarding impacts from the new campus drainage system. The concern¹ seems to be focused on the new buildings' runoff into the neighbors' existing RCP pipe and drainage vault from the District's 12-inch connection pipe.

Schaaf & Wheeler was unable to locate any existing drainage studies for the neighborhood network. Field visits by Schaaf & Wheeler and construction photos show this system to be in good condition with little sediment or debris. The private pipe network was not CCTVed. This study is intended to address the residents' concerns.

Hydrologic Analysis

Schaaf & Wheeler utilized the County's 10-year 3-hour storm to determine the runoff in the pre- and post-construction conditions. This is a common storm frequency for urban drainage analysis in the Bay Area. The County design storm pattern was interpolated from a 15-minute time step to a 5-minute time step and supplemented with additional details for the peak 5-minute and 10-minute durations to better analyze the small drainage areas involved in this study.

The study analyzed drainage sub-areas as small as individual roof downspouts. Multiple site visits were conducted to validate runoff drainage areas.

Hydrologic losses were calculated using the pervious and impervious areas within each sub-area, which were determined using CAD design drawings and aerial imagery. Pervious area was given a loss rate of 0.175 inches per hour, reflecting the open zoning watershed infiltration rate from the Contra Costa County Flood Control & Water Conservation District's Hydrograph Request Handout. Impervious areas were assumed to have no hydrologic losses, consistent with Contra Costa County Flood Control & Water Conservation District's Hydrograph Request Handout.

Catchment lag times were calculated for each area using the length and slope of the main drainage path and N values of 0.02 for paved drainage paths and 0.03 for unpaved drainage paths per Contra Costa County Flood Control & Water Conservation District's Hydrograph Request Handout.

¹ There have been comments by the community regarding a possible increase in discharge capacity to the north due to the school improvements. The current connection is a 12-inch HDPE pipe. Based on our review of various photos the previous connection appears to have been 12-inch CMP pipe.

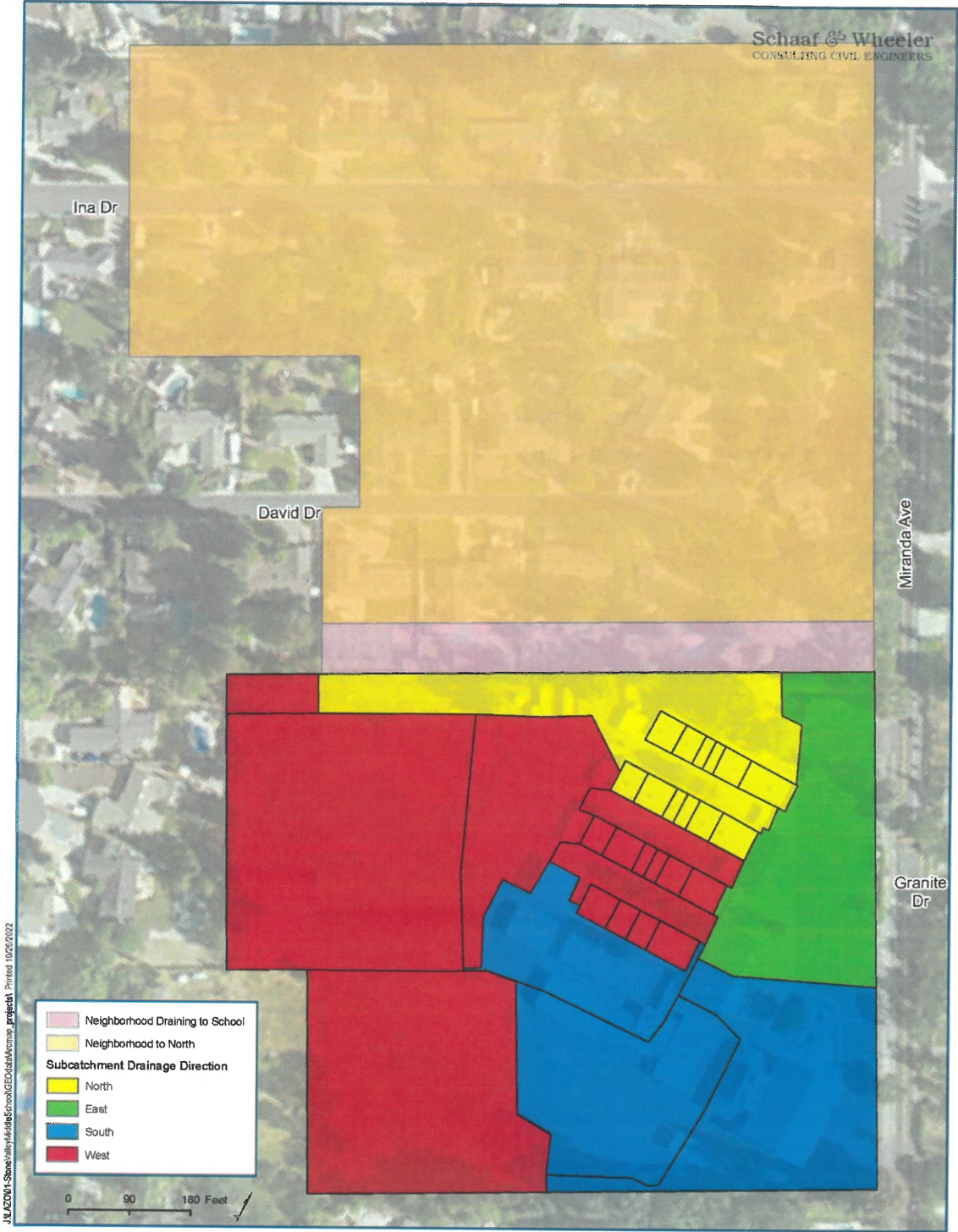


Figure 3. Pre-Construction Drainage Direction

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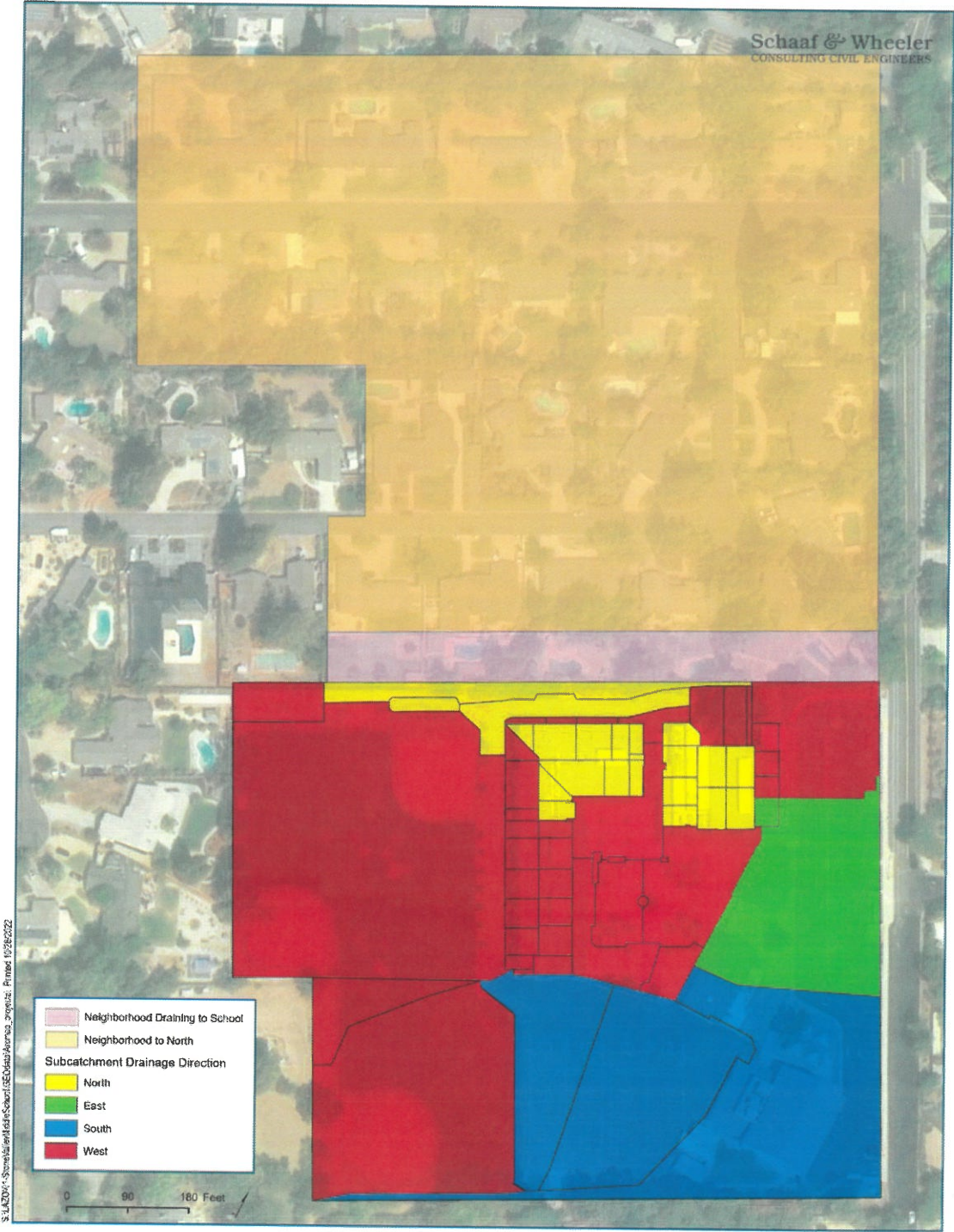


Figure 4. Post-Construction Drainage Direction

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Hydraulic Analysis

Schaaf & Wheeler developed a hydraulic model using InfoWorks ICM software to route flows in the pipes and ditches throughout the school site. Computer-Aided Design (CAD) from the design plans and site visits were used to model the post-construction conditions. The pre-construction conditions were estimated using as-built plan sets from past construction in the 1950s.

Note that the available plan sets were incomplete. Therefore, engineering judgement was utilized to estimate pipe size, slope, and location to develop the model. This is typical of older developments in unincorporated areas of the Bay Area.

Ditches on the north and west sides of the campus were surveyed by Alexander & Associates Inc. on November 30, 2021, and measured on site. Schaaf & Wheeler has estimated a Manning's n value of 0.025 for the west side ditch. Bioretention basins were modeled as channels. Bolla Acres Ditch was not modeled as part of this study but was assumed to have capacity for the campus runoff.

Our analysis assumed that infiltration would occur and reach the underdrain pipe within the 3-hour storm. Infiltration rates were calibrated to neighbor observed water levels in the 12-inch HDPE pipe discharging into the private drainage system. No water was lost (extracted) in the modeling.

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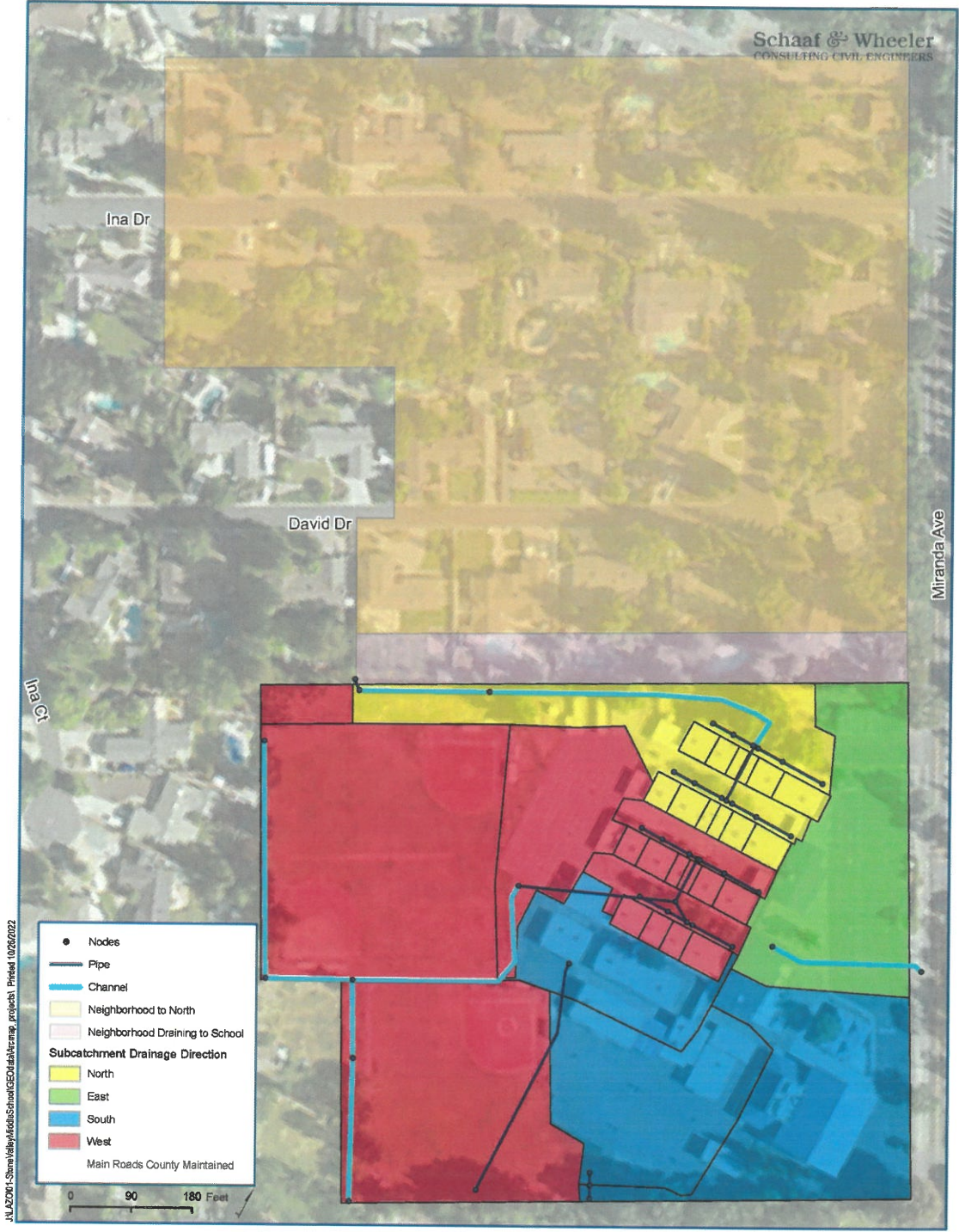


Figure 5. Pre-Construction Drainage System

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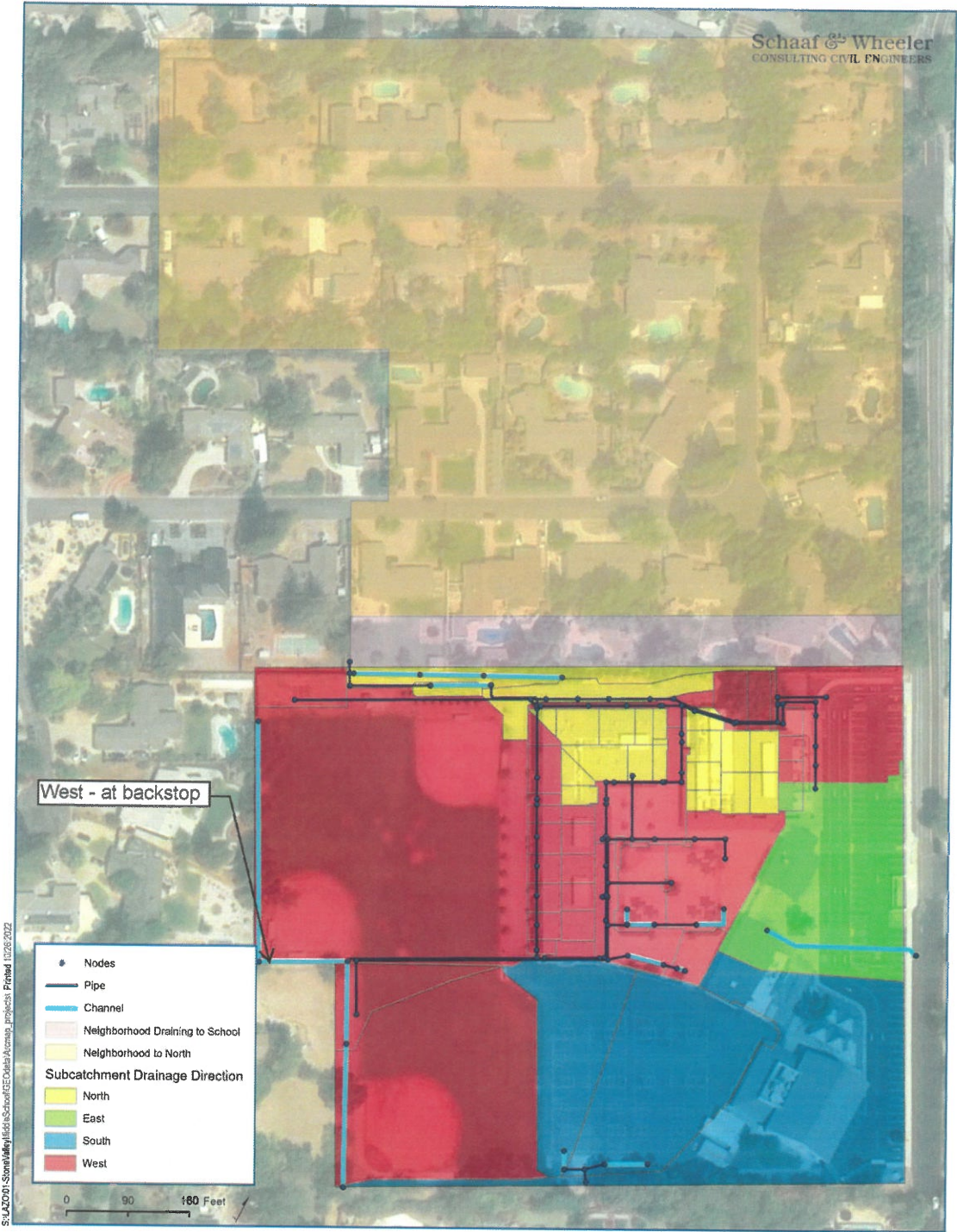


Figure 6. Post-Construction Drainage System

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Model Results

Results from the HEC-HMS analysis, as seen in Figures 5 and 6, show that the new construction diverted approximately 19,800 square-feet (SF) of runoff surface from the north drainage system to the western drainage system. The post-construction pipe network added an inlet in the northern part of the parking lot, diverting approximately 13,000 SF from the east to the west. It is important to note that both the south and west drainage areas flow directly into Bolla Acres Ditch.

Table 1. Drainage Areas by Direction

Drainage Direction	Pre-Construction Total (SF)	Pre-Construction Impervious (SF)	Pre-Construction Pervious (SF)	Post-Construction Total (SF)	Post-Construction Impervious (SF)	Post-Construction Pervious (SF)
North	54,000	25,200	28,800	40,100	29,700	10,400
East	49,300	44,200	5,100	38,600	37,800	800
South	118,200	111,600	6,600	109,400	100,000	9,400
West	209,300	47,100	162,200	242,700	82,600	160,100
Total	430,800	228,100	202,700	430,800	250,100	180,700

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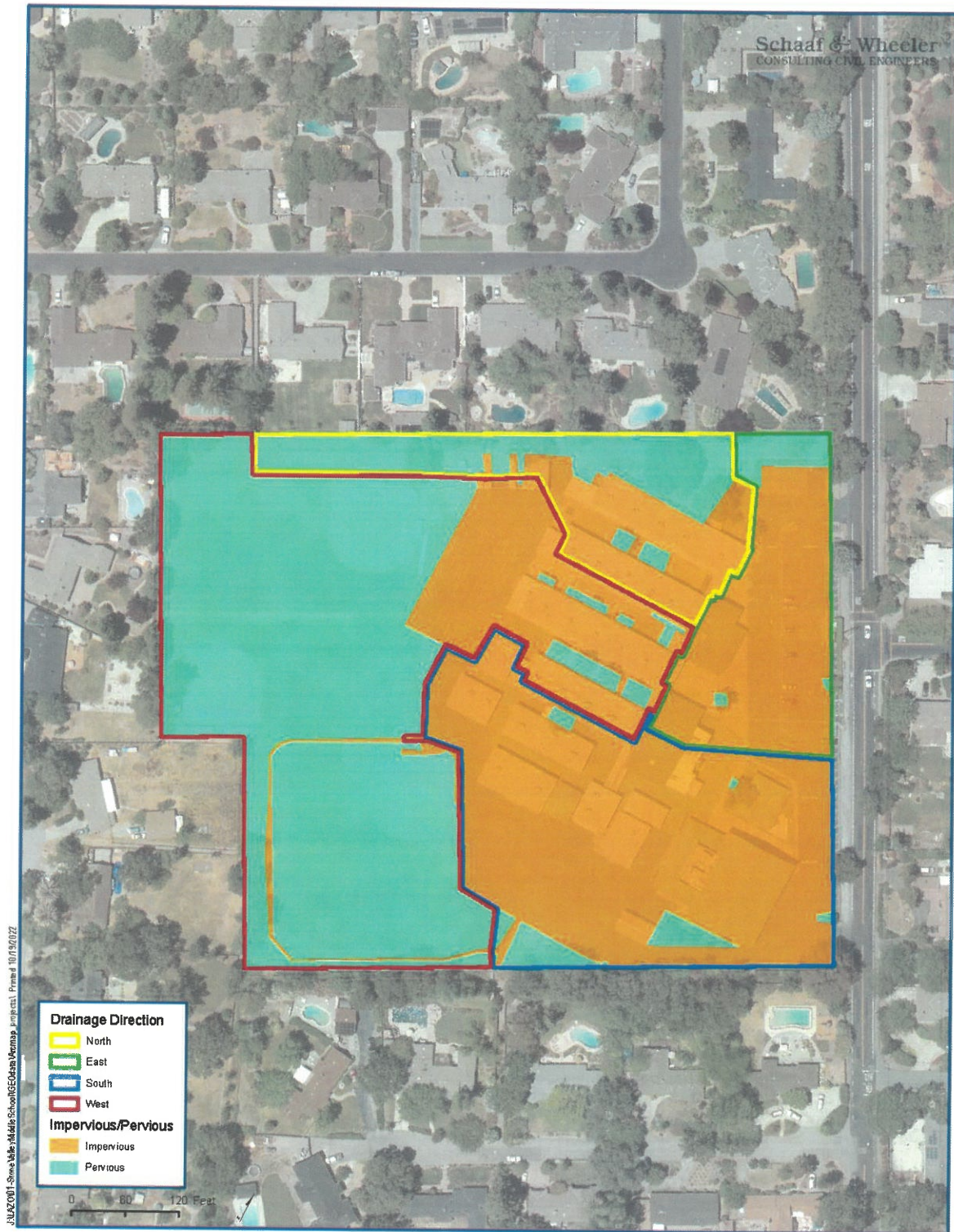


Figure 7. Pre-Construction Pervious and Impervious Areas

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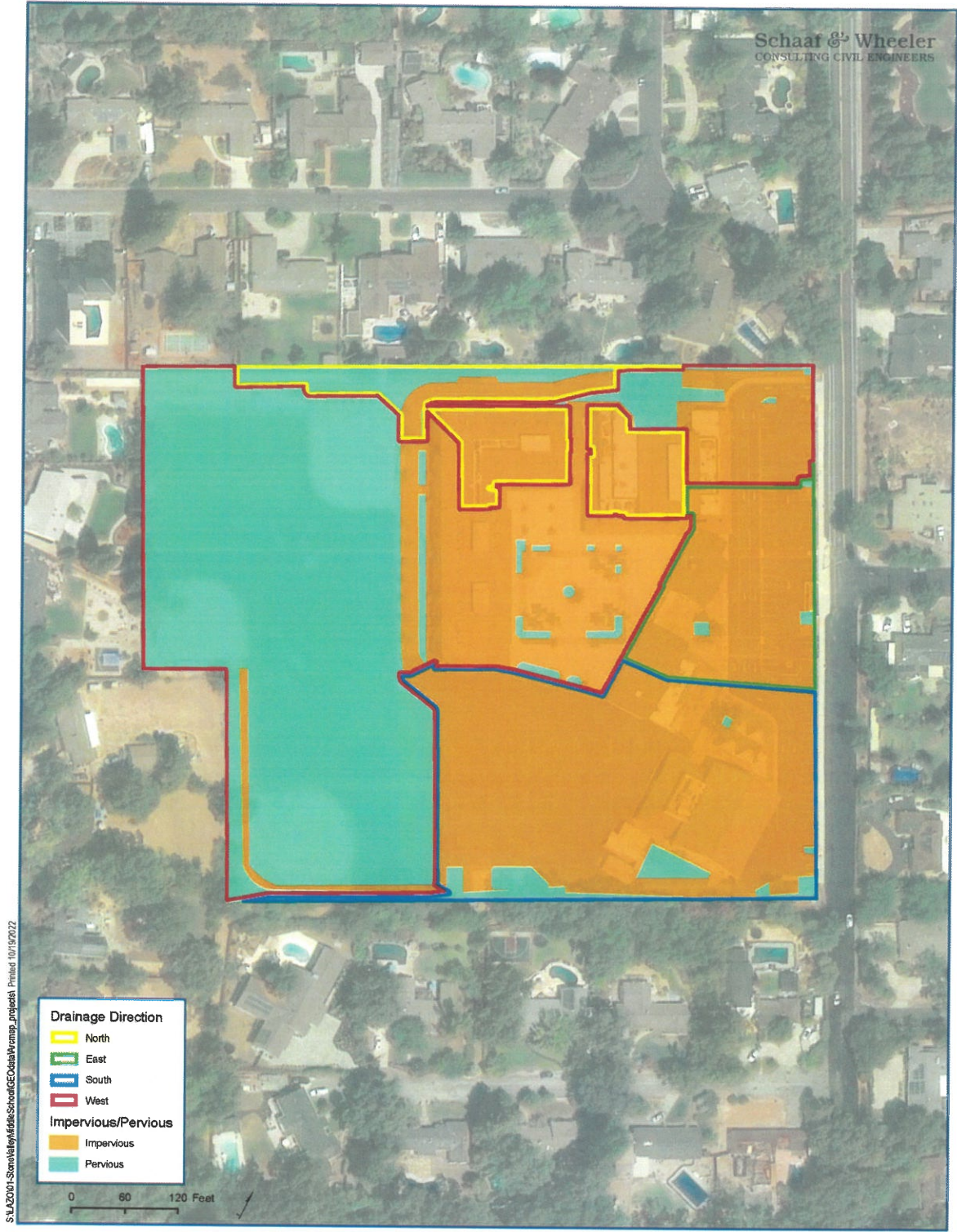


Figure 8. Post-Construction Pervious and Impervious Areas

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The north outfall from the school combines with runoff from approximately 503,000 SF of the surrounding neighborhood to the north, which produces a 10-year peak runoff of approximately 23 cubic-feet per second (cfs). Additionally, it was assumed that approximately 37,900 SF of the adjacent neighborhood drains toward the school in the pre- and post-construction models. Results from the ICM model are shown in Tables 2 and 3 below and are taken at the location where water leaves the school campus. The post-construction site includes various bioretention basins to that slow runoff leaving the site and decrease peak flow rates.

Table 2. 10-Year 3-Hour Peak Flow

System	Pre-Construction (cfs)	Post-Construction (cfs)
Neighborhood	22.8	22.8
North*	3.5	2.9
East	1.9	2.6
South	3.6	7.3
West	7.3	11.0
West – at backstop (see Fig. 6)	2.6	5.7

*North peak flows include runoff from portions of adjacent neighborhood that are assumed to flow onto the school.

Table 3. 10-Year 3-Hour Cumulative Volume

System	Pre-Construction (cubic feet)	Post-Construction (cubic feet)
Neighborhood	42,000	42,000
North*	8,600	7,000
East	5,700	4,700
South	14,000	12,000
West	24,000	20,000
West – at backstop	6,300	11,000

* North flow volumes include runoff from portions of adjacent neighborhood that are assumed to flow onto the school.

Construction of the new campus lowered the surface area draining to the north, lowering the peak flow rate and volume. The new bio-retention area was designed to capture and treat runoff from impervious areas. This process allows water to pond, infiltrate, and release. Thus, attenuating the discharges to the northern outfall.

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Cumulative flow volumes to the east, south, and west decreased and peak flows increased after construction. For the east, this change is likely due to the decrease in pervious area and a shorter drainage path due to a decrease in area. The south drainage is mainly surface runoff captured into a pipe, so the peaks are not staggered like the pre-construction condition. The west has an increase in impervious area, as well as some flow entering pipes instead of a ditch to reach the west edge, changing the time at which peak flows happen. However, the northern portion of the west ditch is undersized in both the pre- and post-conditions.

In the 1D ICM model, the west ditch floods by approximately half an inch in the first segment of the ditch and by 3-inches after the backstop in the pre-construction conditions. In the post-construction conditions, the first segment floods by approximately 2-inches in the first segment and after bending around the backstop. In real world conditions, these flows would spill and spread on either side of the ditch. Measures to mitigate this inundation are discussed in the next section.

An independent study of the new school drainage system was performed by Balance Hydrologics (Balance) in 2021. The post-construction areas draining to the north are very similar between BKF, Balance, and Schaaf & Wheeler. However, Balance assumed only one building drains to the north historically instead of two buildings. Our investigation of historical aerial imagery shows the old campus building roofs sloped to the north. This supports the BKF assumption that two wings of classrooms historically drained to the north system.

To be conservative Schaaf & Wheeler modeled a secondary pre-construction configuration based on Balance's assumptions. Schaaf & Wheeler modeling yielded a pre-construction 10-year peak flow rate of 3.0 cfs and a cumulative 3-hour volume of approximately 6,900 cubic-feet. This approximately 100 cubic foot increase in volume is roughly a 1-percent increase. This small difference is within the margin of error for the modeling methodologies; meaning, there is no significant increase in runoff volume from the school development with the Balance pre-construction assumptions.

October 2021 Storm

The storm from October 24, 2021, was a long duration atmospheric river without much of a peak. Based on the Danville Library (DVB) rain gage the 24-hour rainfall was greater than a 100-year event yet the 15-minute was less than a 5-year event and the 5-minute was less than a 2-year event (Figure 9). For small urban watersheds, such as the school, the shorter duration peaks are most critical for flood risk. It is important to note there was large differences in the rainfall intensity between the school site and DVB throughout the storm. Figure 10 shows the radar data from NOAA at 12:30pm (19:30 UTC) supports this.

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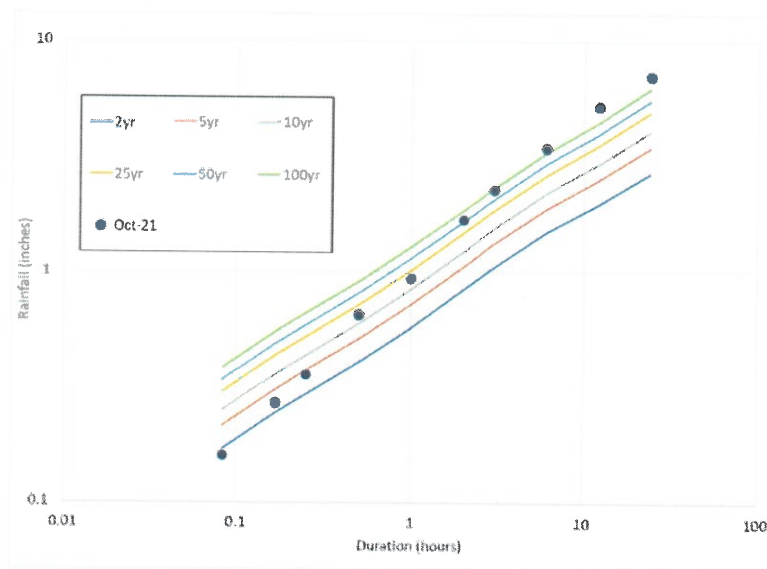


Figure 9. October 24, 2021, DVB Rainfall Statistics

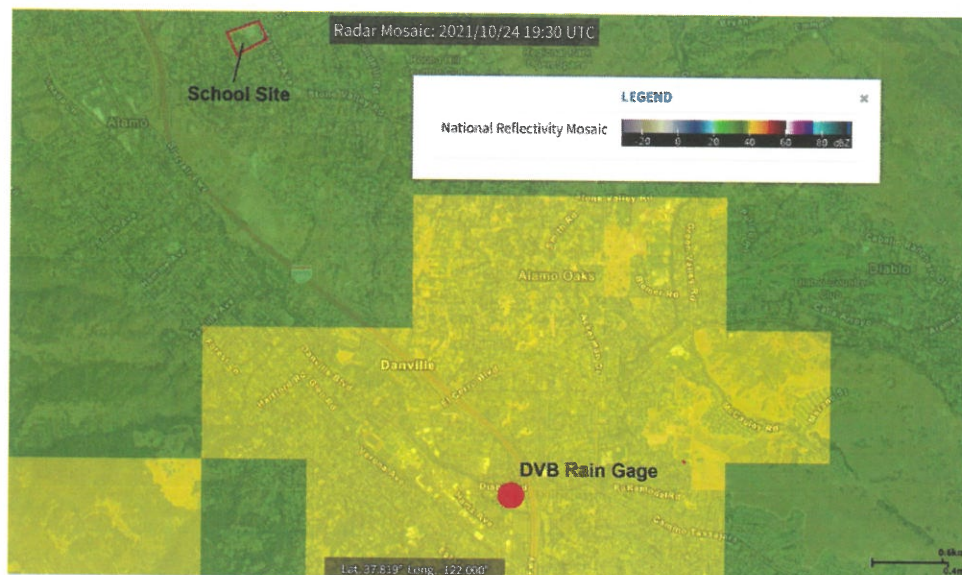


Figure 10. NOAA Rainfall Data

Videos and photographs provided by the neighbors support the fact that without a large rainfall peak there were few drainage issues. All pipes within the school and surrounding area appear to have performed as designed.

The videos pointed out that at approximately 12:30pm the ditch along the northern boundary of the school was not conveying water to the headwall of the drainage network, yet the bio-retention area had water and water was leaving the school site via the new 12-inch HDPE pipe. Again, this is as designed; impervious roof areas are directed to the bio-retention basin where they infiltrate through the soils, are cleaned, and discharged through a perf-pipe. The pervious

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areas of the school and the backyards had little runoff during most of the day as the infiltration rate of the soils and surface abstractions were greater than the rainfall rate. Therefore, there was little flow to the ditch system early in the storm.

The most notable drainage problem was along the western fence-line of the campus where water ponded near the north baseball backstop. This ponding was likely the result of the long duration runoff volume from the storm combined with an area without a well-defined drainage system.

Schaaf & Wheeler ran models of the October 2021 event. The model peak flow and subsequent flows match observation videos at 12:37pm and 5:13pm. The video also validates our modeling results showing a vast majority of the flow entering the junction box north of the campus is from the residential neighborhood runoff.

One neighbor calculated 198,900 gallons (27,000 cubic feet) flowing into the private junction box from the school during the storm. Our modeling analysis shows approximately 240,000 gallons (32,000 cubic feet) during the 24-hour event. The resident also estimated flow from 3:00pm to 9:00pm at over 18,000 gallons per hour (0.7 cfs). Our analysis shows a peak flow of 70,700 gallons per hour (2.7 cfs) and an average of 21,600 gallons per hour (0.8 cfs) for the same time period. Our analysis shows the flow was below 18,000 gallons per hour (0.7 cfs) after 6:00pm.

The school has a maintenance plan for the drainage system which includes inspections before the rainy season. After the October 2021 storm the outfall from the north bio-retention area was grouted to eliminate undesigned seepage.

Proposed Improvements

Two potential improvement concepts were studied to further reduce drainage issues from runoff leaving the school to the western ditch. Each of these projects are conceptual in nature and commonly used in the Bay Area.

Storage Option

Presently, approximately 28,300 square feet drains to a bubbler in the northernmost baseball field. Once this system is filled, the runoff will weir onto the baseball field and runoff towards the west ditch. There currently is not a well-defined path between the bubbler grate and the ditch. It is assumed that the parcels west of the school site do not runoff into the school ditch.

A detention or infiltration vault could be installed under the baseball field to hold runoff and allow it to infiltrate into the native soils. The permeability of the native soils is unknown but reported by neighbors as being poor with a high water-table. Tests are necessary to determine the native infiltration rates and water table levels. The 100-year 3-hour discharge volume at the existing bubbler was estimated to be approximately 4,300 cubic-feet.

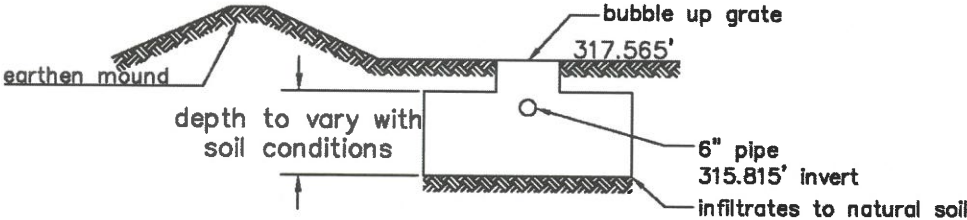


Figure 11. Alternative 1 - Vault Conceptual Drawing



Figure 12. Alternative 1 Layout

Alternatively, an above-ground detention basin could be constructed in lieu of the underground vault. The basin could run east to west along the northern edge of the baseball grass. The existing earthen mound should be enhanced with either approach to limit spill into the northern drainage system. Again, this approach is dependent on well-draining soils and a low water table.

To: Arne Sandberg

November 3, 2022

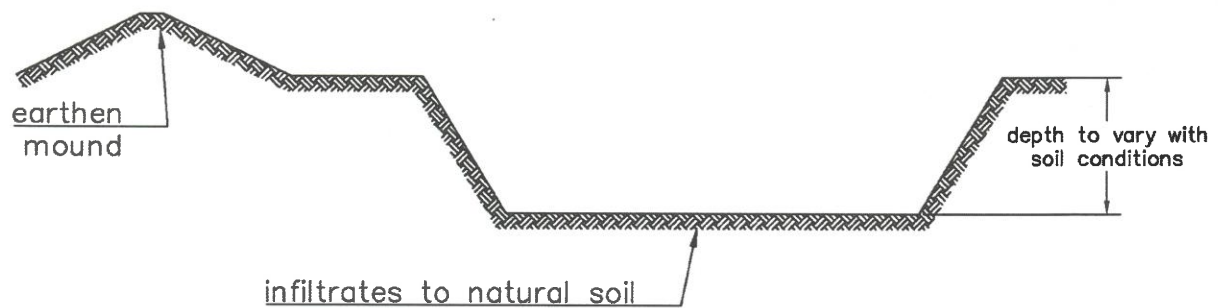


Figure 13. Alternative 2 - Above Ground Basin Conceptual Drawing



Figure 14. Alternative 2 Layout

Following Contra Costa County's guidelines, the storage structure would be required to hold this volume, with an additional 2 feet of freeboard. Additionally, the vault would need to dewater 70% of the total storage within 24 hours and 100% within 48 hours of the peak. These standards are intended for large, above-ground detention facilities and not 100% applicable to this site. They do provide a good starting point for designing a solution.

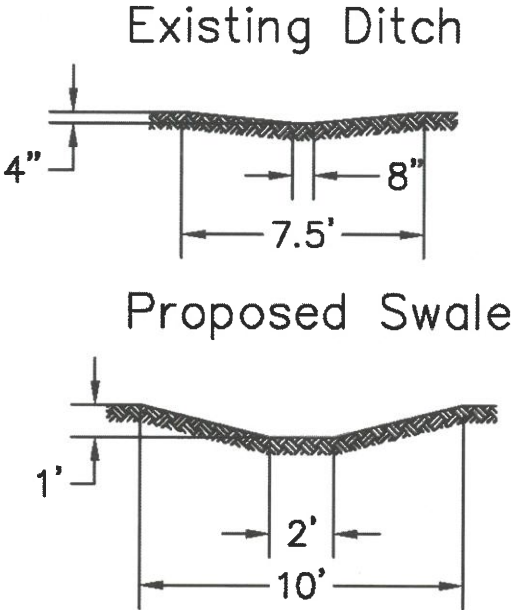


Figure 16. Alternative 1 West Drainage Swale Cross Section

Alternatively, a small pipe could be routed from the new vault to the more established channel just south of the north baseball field. Schaaf & Wheeler estimates a 6-inch HPDE pipe would be adequate.

To: Arne Sandberg

November 3, 2022



Figure 17. Alternative 2 Layout

Grading the area north of the baseball field and enhancing the existing berm will reduce the possibility of flows from the bubbler system meandering to the north outfall.

Schaaf & Wheeler has estimated the costs for each alternative at a course level. Site cost of goods and construction climate is very dynamic. A more thorough cost estimate should be prepared once an alternative is chosen. Costs in Table 4 include a 20-percent contingency for design and administration and a 30-percent construction contingency.

Table 4. West Side Improvement Costs

Option	Description	Estimated Cost
Storage	Alternative 1 – Infiltration Basin	\$145,000
Storage	Alternative 2 – Above Ground Detention Basin	\$42,000
Conveyance	Alternative 1 – West Ditch Improvement	\$80,000
Conveyance	Alternative 2 – Bypass Pipe	\$115,000
For all options	Earthen Berm	\$22,000

Conclusion

To: Arne Sandberg

November 3, 2022

Based on our hydrologic and hydraulic analyses, the new Stone Valley Middle School campus does not significantly modify previous drainage patterns. Less flow volume exits the school campus to the north in the post-construction condition. The 10-year peak flow rate leaving the campus is also reduced. This change can be attributed to a decrease in runoff area directed to the north, as well as the addition of a bioretention basin, which slows flow leaving to the north.

Data and neighbor observations of the October 24, 2021, storm has provided useful information in validating our analyses. This event also exposed a key area that needs to be improved to minimize future drainage issues.

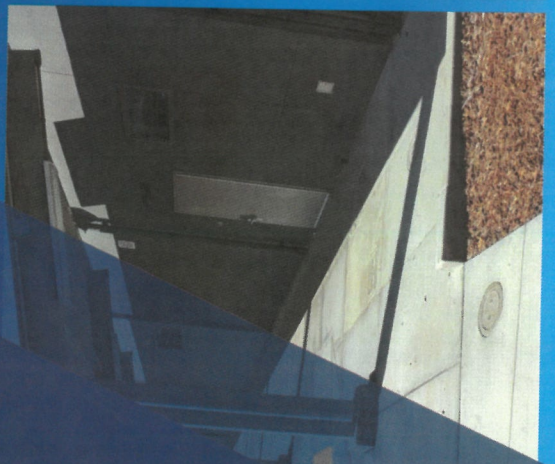
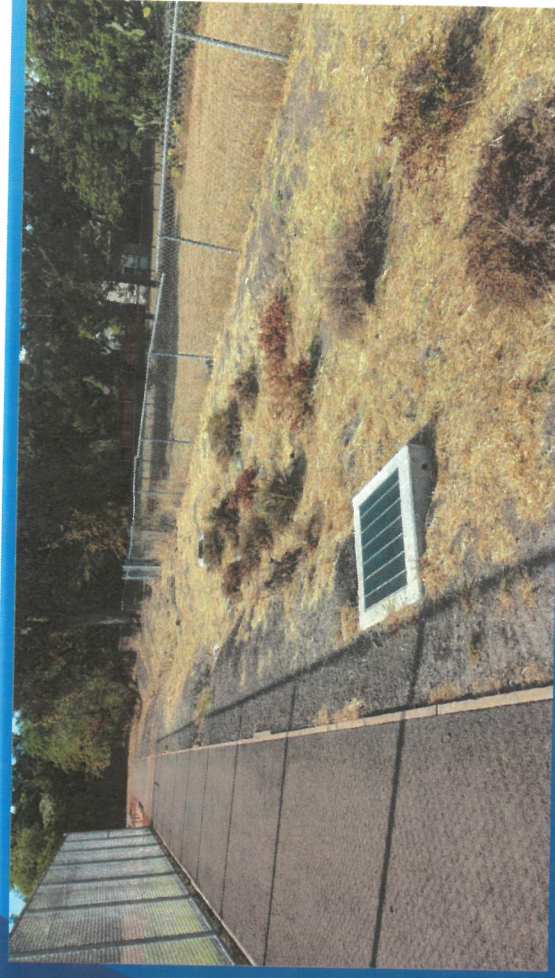
Schaaf & Wheeler has developed four potential improvements to reduce drainage issues along the school's western boundary. The most viable alternative is to improve the existing ditch along the western edge of the campus to provide adequate conveyance to Bolla Acres Ditch.

The second most viable improvement involves adding a bypass pipe under the baseball field to reduce flows out of the bubbler. Both projects would provide a higher level of protection to the surrounding neighborhood and should be simple and cost effective to construct.

Schaaf & Wheeler
Consulting Civil Engineers

Stone Valley Middle School Drainage Study

Project Manager:
Daniel J. Schaaf, PE



Overview of Presentation

- History
- Understanding
- Results
- Improvements
- Questions & Answers

Schaaf & Wheeler
Consulting Civil Engineers



Schaaf & Wheeler

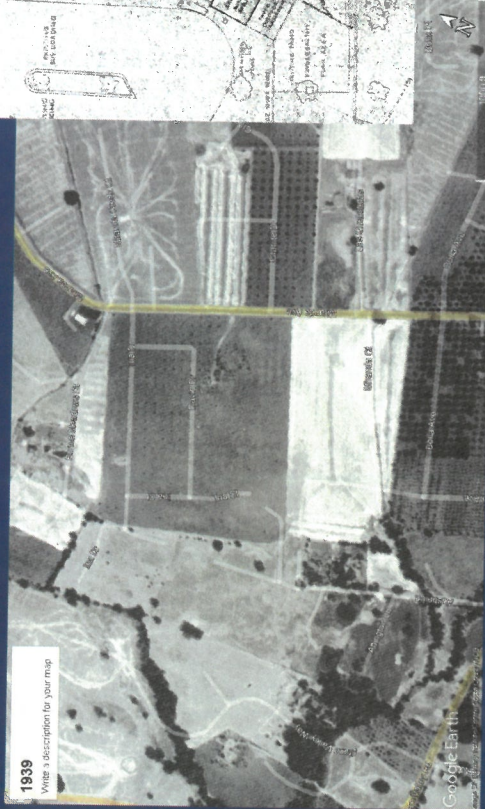
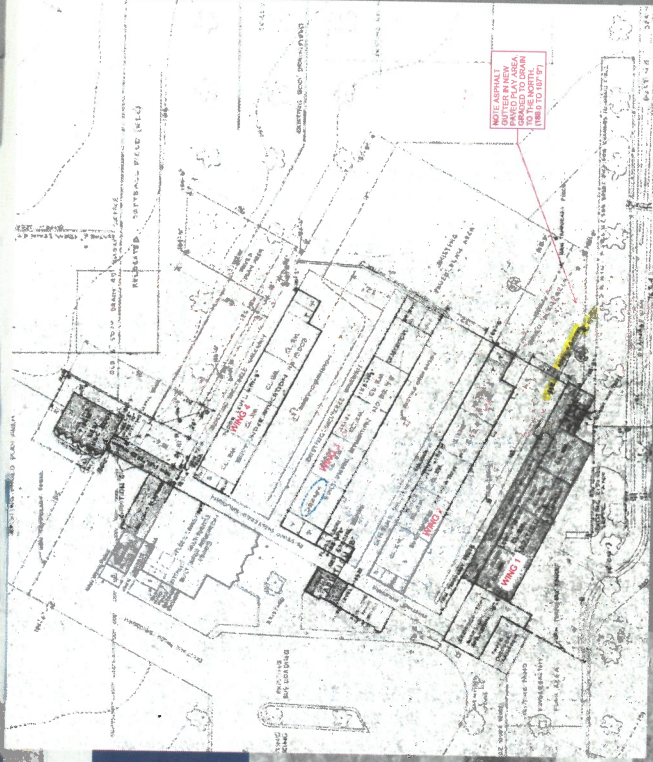
- Dedicated to water resources
- Engineers who plan and design
- Lots of history in Bay Area
- Small firm, 40 employees
- Dan Schaaf, PE
 - 25-years of experience
 - Focus on urban stormwater



Schaaf & Wheeler
Consulting Civil Engineers

History of School Site

- Originally Built late 1950s
- Neighborhood Development late 1950s
- Additional Facilities at Various Times
- Major Renovation 2019

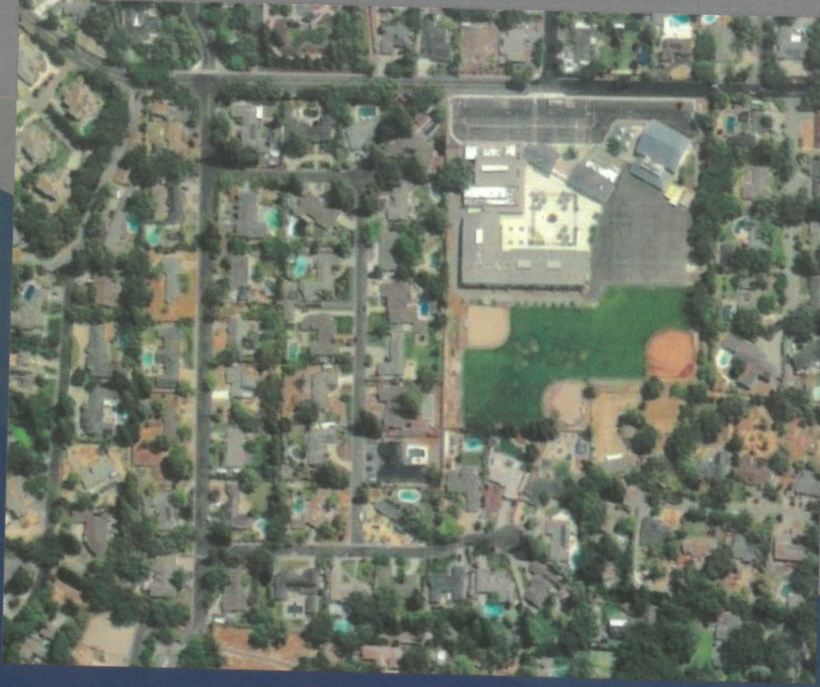


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Pre-Construction

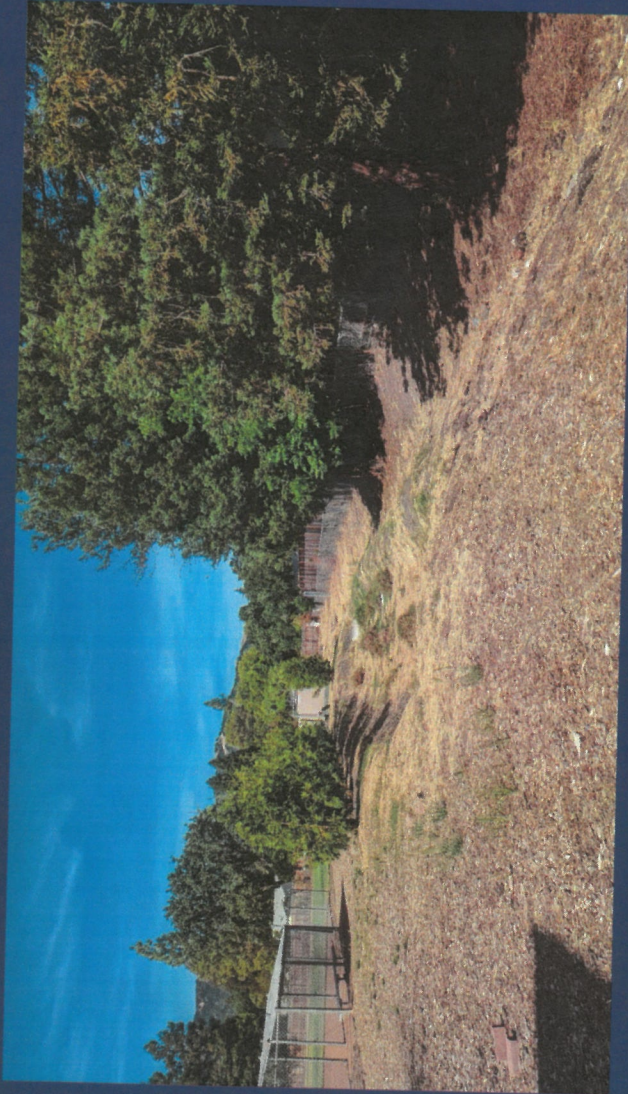


Post-Construction



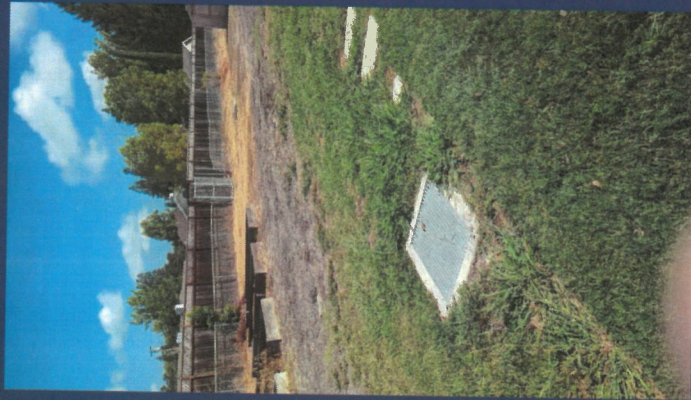
Schaaf & Wheeler
Consulting Civil Engineers

North Swale and Bioretention Basin



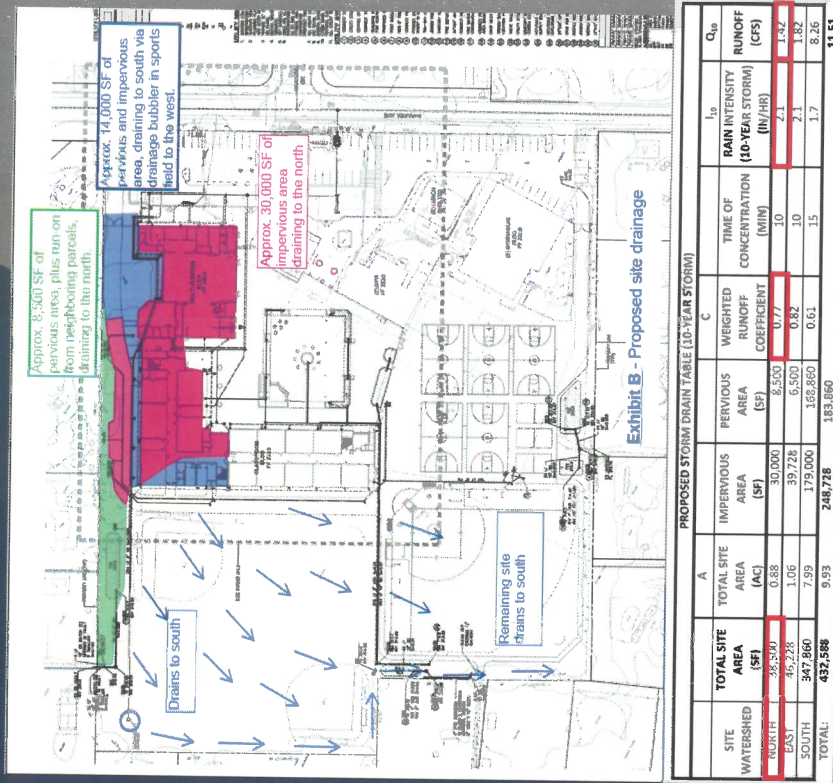
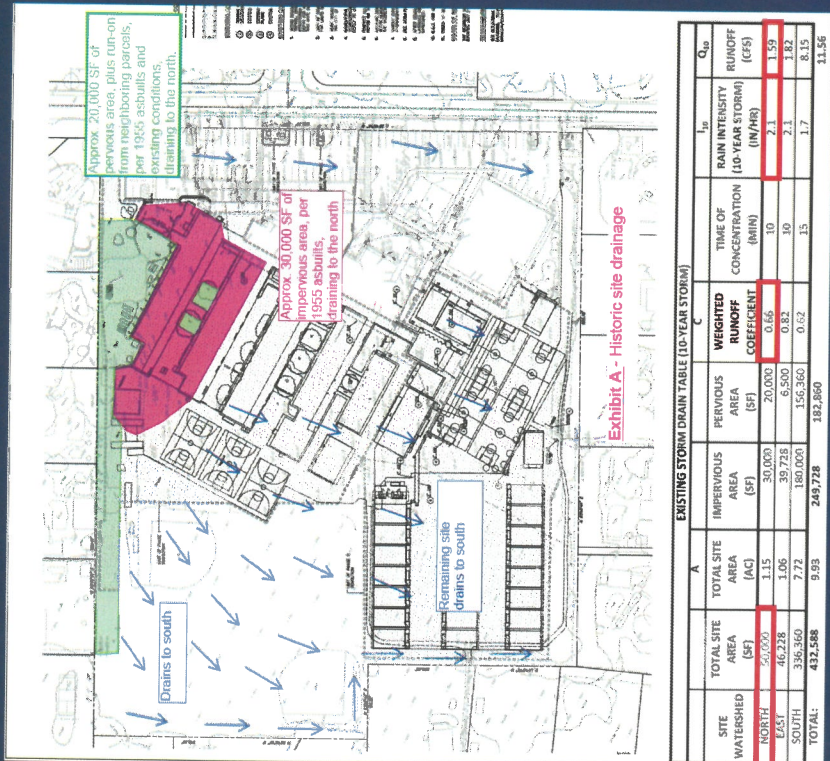
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Consulting Civil Engineers

North Bubbler and West Ditch



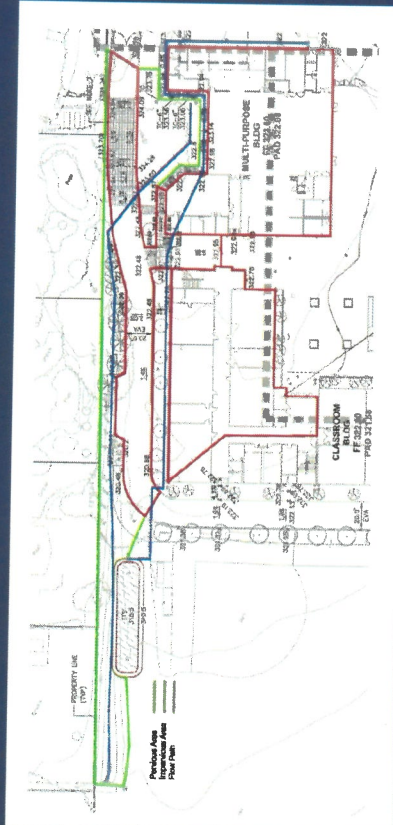
Schaaf & Wheeler
Consulting Civil Engineers

BKF Report – Rational Method ($Q = CiA$)



Schaaf & Wheeler
Consulting Civil Engineers

Balance Report – Rational Method ($Q = CiA$)



North Pre	Area (sf)		C Value	Flow Path (feet)		Slope (ft/ft)	Velocity (ft/sec)	Tc (min)	Intensity (in/hr)	Q10 (cfs)
	Pervious	Impervious		Length	Low					
20,100	8,400	28,500	0.48	540	323.2	0.0096	1.20	12.5	1.82	0.57

Post Swale	Area (sf)		C Value	Flow Path (feet)		Slope (ft/ft)	Velocity (ft/sec)	Tc (min)	Intensity (in/hr)	Q10 (cfs)
	Pervious	Impervious		Length	Low					
10,700	8,500	19,200	0.57	520	322.9	0.0094	1.09	13.0	1.76	0.44
0	26,600	26,600	0.90	540	321.5	0.0056	2.80	8.2	2.34	1.28
Total Post	10,700	35,100	1.051	1.72

New Analysis Results

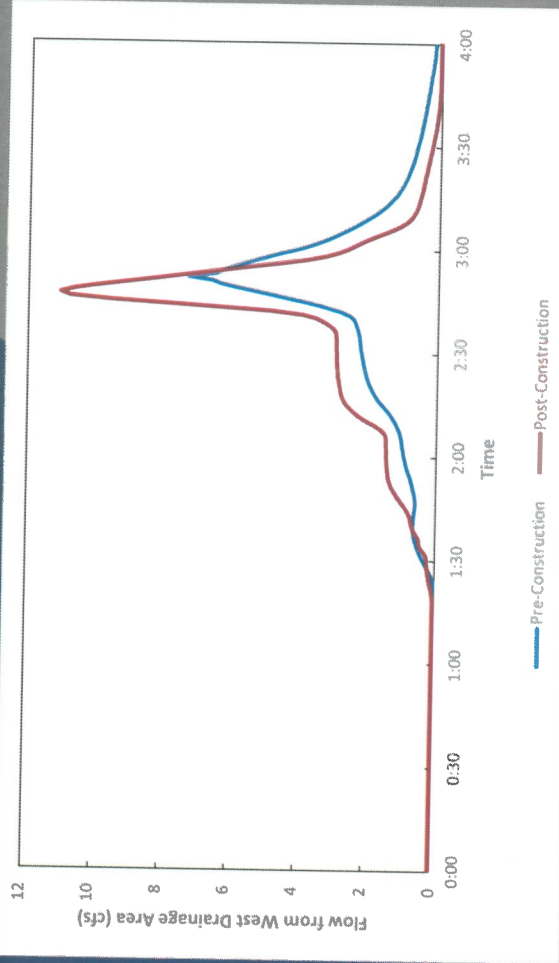
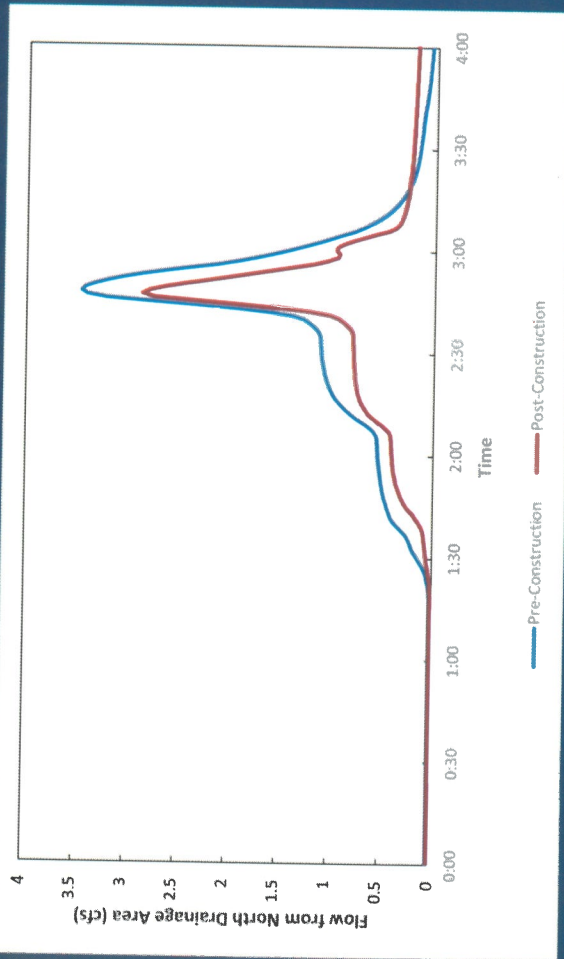
System	Pre-Construction (cfs)	Post-Construction (cfs)
Neighborhood	22.8	22.8
North*	3.5	2.9
East	1.9	2.6
South	3.6	7.3
West	7.3	11.0
West – at backstop (see Fig. 6)	2.6	5.7

*North peak flows include runoff from portions of adjacent neighborhood that are assumed to flow onto the school.

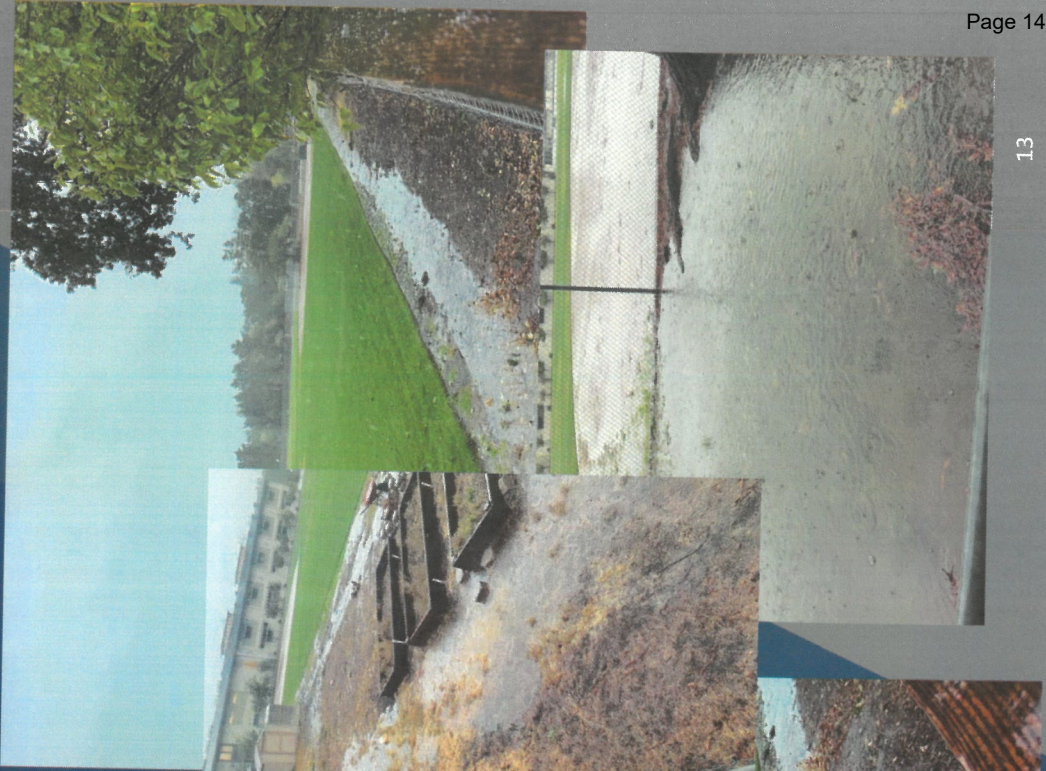
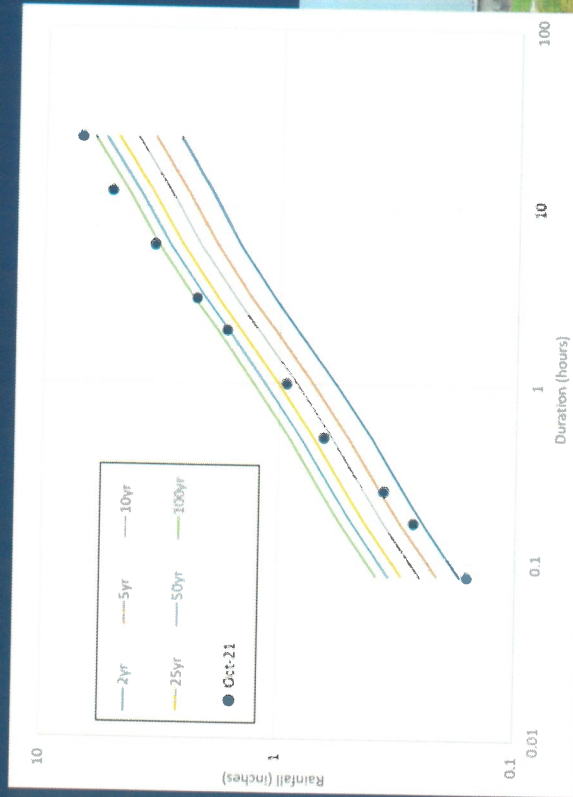
System	Pre-Construction (cubic feet)	Post-Construction (cubic feet)
Neighborhood	42,000	42,000
North*	8,600	7,000
East	5,700	4,700
South	14,000	12,000
West	24,000	20,000
West – at backstop	6,300	11,000

* North flow volumes include runoff from portions of adjacent neighborhood that are assumed to flow onto the school.

New Analysis Results



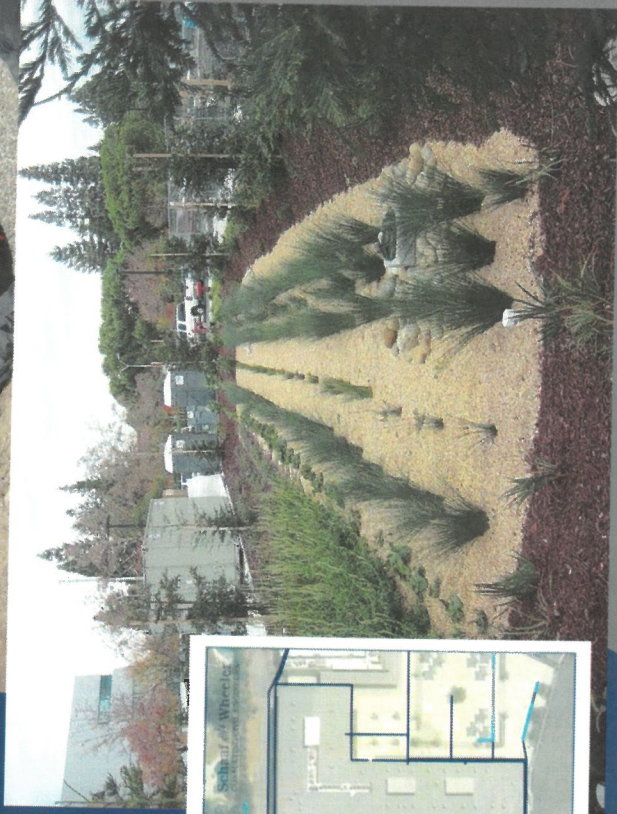
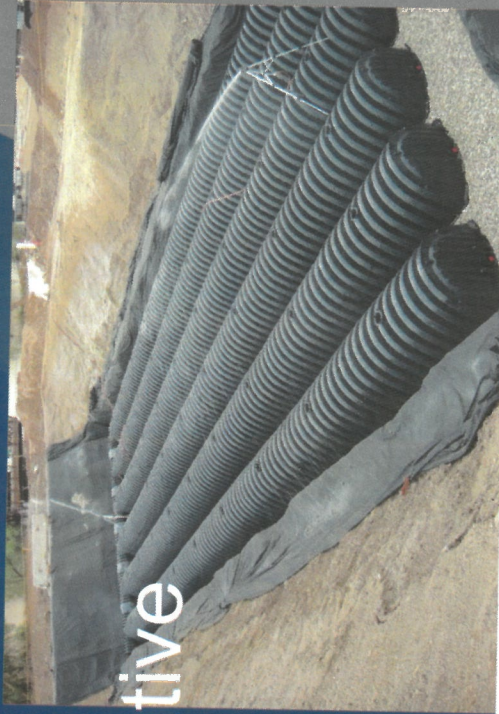
October 24, 2021 Storm



Schaaf & Wheeler
Consulting Civil Engineers

Storage and Infiltration Alternative

- Increase Storage with Basin
- Infiltrate in Soils
- Flexible Land Use
- Reported High Water Table
- Reported Clay Soils

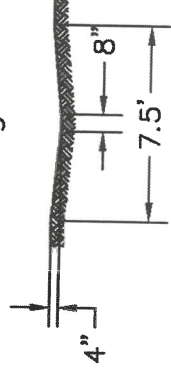


Schaaf & Wheeler
Consulting Civil Engineers

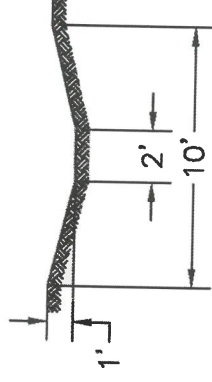
Conveyance – West Ditch Improvement

- Keeps Historic Drainage Patterns
- Increases Conveyance
- Cost Effective
- Shallow Slope
- No Storage
- Raise East/West Berm

Existing Ditch



Proposed Swale



Conveyance – Bypass Pipe

- Route pipe from bubbler directly to larger ditch
- Raise East/West Berm



Estimated Project Costs

ALTERNATIVE	DESCRIPTION	TOTAL
1a	INFILTRATION VAULT	\$145,000
1b	ABOVE GROUND BASIN	\$42,000
2	WEST DITCH IMPROVEMENT	\$80,000
3	BYPASS PIPE	\$115,000
4	EARTHEN BERM	\$21,600

Questions?

Schaaf & Wheeler
Consulting Civil Engineers


DATE: November 15, 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 IMPLICATION: All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Keri Van de Star
Director
Human Resources



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

12.1

Item Number

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - November 15, 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>
Holly	Leidheisl-Balko	Teacher, Elementary	1.000	CC	11/25/22	Retirement
Michelle	Torres	Teacher, Resource	1.000	TH	10/14/22	Resignation

2022-23 Leaves of Absence

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Keri	Cliff*	Teacher, Elementary	1.000	WD	07/01/22

2022-23 Leaves of Absence-Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Kirsten	Agostino	MTSS Liaison	1.000	SR	11/28/22-12/22/22
Sarah	Amiri	Teacher, Resource	1.000	DH	12/05/22-05/12/23
Caitlyn	Annas	Teacher, Resource	1.000	SR	11/07/22-06/01/23
Marcy	Batza	Teacher, Middle	1.000	GR	10/13/22-10/19/22
Shaun	Collins	Teacher, Elementary	1.000	TC	10/20/22-01/08/23
Courtney	Konopacky	MTSS Liaison	1.000	SV	11/14/22-02/10/23
Kelley	Lafond	Teacher, High	1.000	MV	10/17/22-01/29/23
Tara	Magaddino	Teacher, Middle	1.000	CW	09/08/22-03/05/23
Linda	Nehse	Teacher, Elementary	1.000	CR	11/28/22-03/26/23
Noreen	O'Donnell*	Teacher, Elementary	0.888	NA	11/09/22-01/08/23
Elizabeth	Pagano	Assistant Principal, High	1.000	MV	10/11/22-10/23/22
Jonathan	Parks	Teacher, High	1.000	DH	11/07/22-11/18/22
Emily	Redman*	Teacher, Resource	1.000	CW	09/02/22-02/05/23
Sarah	Rieger	Teacher, Elementary	1.000	CR	08/05/22-12/31/22
Michelle	Sayers	Teacher, Elementary	1.000	SY	10/18/22-11/18/22
Jenna	Tooliatos	Teacher, Special Ed	1.000	CC	10/14/22-10/28/22
Colette	Winton	Teacher, Elementary	1.000	GL	11/02/22-12/04/22

2022-23 Temporary to Tenured

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Kelly	Delgado	School Psychologist	0.050	SY	07/01/22
Martina	Hauser	School Psychologist	0.100	CC	07/01/22
Rachel	Mccutchen	Teacher, Elementary	0.200	RR	07/01/22
Mia	Schmitt	School Psychologist	0.100	SE	07/01/22
Mia	Schmitt	School Psychologist	0.200	GB	07/01/22
Christa	Takeuchi	School Psychologist	0.100	VG	07/01/22
Christa	Takeuchi	School Psychologist	0.100	GV	07/01/22

2022-23 Temporary to Probationary

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Graziella	Awabdy	School Psychologist	0.500	HH	07/01/22
Graziella	Awabdy	School Psychologist	0.500	NA	07/01/22
Lanelle	Bold	School Psychologist	0.200	DH	07/01/22
Melissa	Goldsmith	School Psychologist	0.200	QR	07/01/22
Evan	Hung	School Psychologist	0.100	SE	07/01/22
Evan	Hung	School Psychologist	0.200	GR	07/01/22
Evan	Hung	School Psychologist	0.700	WD	07/01/22
Victoria	Johnson	Teacher, Elementary	1.000	BV	07/01/22
Anne	Kim	Teacher, Middle	0.333	IH	07/01/22
Eva	Nicolosi	School Psychologist	0.500	TH	07/01/22
Eva	Nicolosi	School Psychologist	0.500	MV	07/01/22
Catherine	Perez	Social Worker	1.000	DH	07/01/22
Kristi	Quinby	School Psychologist	0.250	VE	07/01/22
Kristi	Quinby	School Psychologist	0.250	DA	07/01/22
Chad	Ross	Athletic Director	1.000	CH	07/01/22
Robyn	Safford	School Psychologist	1.000	DA	07/01/22
Keri	Smith	School Psychologist	0.400	GB	07/01/22
Nicola	Stone	Teacher, Middle	0.166	IH	07/01/22
Sandra	Wasserman	Social Worker	0.400	SS	07/01/22
Katherine	Watkin	Counselor, Middle	0.167	GR	07/01/22

*Revised

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - November 15, 2022**2022-23 Temporary Employment**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Christine	Abogado	Counselor, High	0.033	CH	08/10/22
Jennifer	Beavers	Counselor, High	0.033	CH	08/10/22
Erin	Kellar-Hill	Counselor, High	0.033	CH	08/10/22
Maria	Pan	Teacher, Elementary	0.074	HH	08/10/22
Whitney	Mazotti	Teacher, Middle	0.167	LC	08/10/22
Kelly	Nogueiro	Counselor, High	0.033	CH	08/10/22
Jonathan	Sawyer	Counselor, High	0.033	CH	08/10/22
Kristine	Sexton	MTSS Liaison	0.200	MV	08/10/22
Jamie	Shackelford	TSA, Middle	0.167	LC	08/10/22
Cheryl	Youngberg	Counselor, High	0.033	CH	08/10/22

2022-23 Temporary Employment - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Mary	Carooll	Teacher, Elementary	0.500	GL	10/31/22-06/01/23
Michael	Digiacinto	Teacher, High	0.148	MT	10/24/22-06/01/23
Marissa	Kalan	Teacher, Middle	0.333	DV	10/17/22-06/01/23
Leah	Ottey	Teacher, High	0.200	CC	11/02/22-06/01/23
Kerry	Wells	Teacher, High	0.200	DA	10/10/22-06/01/23

2022-23 Probationary Employment

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Kristi	Nolan	Health Educator	1.000	SS	11/27/22
Srisha	Radhakrishnan	Teacher, High	1.000	DH	10/31/22

Coach Employment

<u>First</u>	<u>Last</u>	<u>Sport</u>	<u>Location</u>
William	Leoni	Assistant Men's Freshman Basketball	CH
Nicole	Rivas	Soccer	MV
Alvaro	Salas	Wrestling	DH
Marin	Walker	Assistant Football	DH

Substitute Employment

<u>First</u>	<u>Last</u>	<u>Effective Date</u>
Kristi	Bailey	11/01/22
Margaret	Batesole	10/10/22
Carolyn	Beasley Burton	10/10/22
Lisa	Daugherty	10/14/22
Sarah	Dodd	10/10/22
Stacey	Galde	10/20/22
Jennifer	Griffin	11/03/22
Roger	Haley	10/25/22
Jenni	Hansen	10/14/22
Marylynn	Hingano	11/01/22
Barbara	Kennison	11/02/22
Qader	Khan	10/17/22
Angelica	Lopez	10/11/22
Sierra	McVicar	10/25/22
Jill	Odne	10/18/22
Sara	Perdue	10/31/22
Diana	Rosdahl	10/20/22
Jessica	Rugani	10/06/22
Jennifer	Strickland	11/01/22
Diane	Swedelson	10/21/22
Julia	Talbert	10/11/22
Nicole	Varon	10/31/22

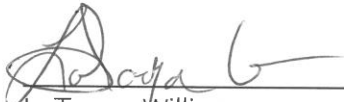
DATE: November 15 2022

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 IMPLICATION: 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

12.2

Item Number

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - November 15, 2022

Separation

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Margaret	Graney	Bookkeeping Technician	CH	Resign	11/01/22
Humera	Mahmood	Crossing Guard	LO	Resign	01/01/23
Ceasar	Baron	Custodian	GR	Retire	12/31/22
John	Hillmon	Director II Custodial Services	CUST	Resign	03/28/23
Sheenu	Goel	Instructional Assistant	BV	Resign	11/02/22
Srikakshmi	Rajasagi	Noon Duty Supervisor	TC	Resign	10/21/22
Lesley-Ann	Drummond	Occupational Therapist	HH	Resign	10/15/22
Lakshmi	Madhura	Para-Autism Specialist	CR	Resign	10/22/22
Sofia	Dubinsky	Para-Classroom	GB	Resign	10/15/22
Laura	Cavanaugh	Para-Special Education	GB	Resign	10/20/22
Suneeta	Chillappa	Para-Special Education	CC	Resign	10/15/22

Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Laurel	Hopper	Crossing Guard	BC	15.00	Dist	10/24/22
Rene	Ayala	Custodian	TC	40.00	Dist	10/31/22
Jennifer	Cruz	Custodian	IH	40.00	Dist	10/18/22
Laura	Gonzalez	Custodian	QR	40.00	Dist	10/17/22
Umesh	Kumar	Custodian	DO	40.00	Dist	11/01/22
Deron	Whigham	Custodian	MT	40.00	Dist	10/27/22
Lindsay	Crean	Instructional Assistant	GV	18.00	Ext	10/04/22
Lauren	Ksenzulak	Instructional Assistant	CR	19.50	Ext	10/10/22
Rachel	Mattson	Instructional Assistant	GV	16.25	Ext	10/17/22
Yuchen	Yu	Instructional Assistant	GV	16.25	Ext	10/17/22
Ashely	Juardo	Kitchen Assistant-Receiving	CC	15.00	Dist	10/24/22
Karen	Archer	Library Media Coordinator	PV	20.00	Dist	10/10/22
Carmelle	Avila	LVN	ES	21.50	Dist	10/10/22
Bin	Chen	Noon Duty Supervisor	GB	11.25	Dist	10/10/22
Joyce	Kim	Noon Duty Supervisor	CR	7.50	Dist	10/17/22
Maisha	Morris	Noon Duty Supervisor	VG	4.00	Dist	10/18/22
Latha	Ananhtkrishnan	Para-Autism Specialist	GL	10.50	Cat	09/29/22
Swathi	Gunapati	Para-Autism Specialist	LO	17.50	Cat	10/24/22
Renuka	Himmatraopet	Para-Autism Specialist	BV	10.50	Cat	09/21/22
Geeta	Kudikyala	Para-Autism Specialist	CR	10.50	Cat	09/22/22
Homaira	Rasuli	Para-Autism Specialist	GL	29.50	Cat	10/19/22
Troi	Sumbler	Para-Autism Specialist	BC	10.50	Cat	09/22/22
Asia	Aziz	Para-Classroom	GL	19.00	Ext	10/17/22
Jennifer	Bachman	Para-Classroom	CK	5.00	Dist	09/21/22
Cami	Severson	Para-Classroom	SY	4.00	Dist	09/28/22
Karen	Sinkowitsch	Para-Classroom	AL	9.50	Ext	10/26/22
Hailey	Lacher-Koch	Para-Early Childhood	MT	18.00	Dist	10/19/22
Sunita	Gabhi	Para-Special Education	IH	29.00	Cat	10/03/22

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>
Kamilah	Jackson	Campus Monitor	CH	20.00	Cat	
		to Campus Monitor	IH	19.50	Dist	11/07/22
Augustus	Arellano	Custodian-Night Shift	AL	20.00	Dist	
		to Custodian-Night Shift	VE	20.00	Dist	10/31/22
Kenneth	Ellis	Custodian-Nights Rover	ROVER	40.00	Dist	
		to Custodian	PV	40.00	Dist	10/17/22
Oliver	Solis	Para-Autism Specialist	IH	29.50	Cat	
		to Para-Autism Specialist	GL	29.50	Cat	10/10/22
Punit	Ranadive	Para-Autism Specialist	CK	29.50	Cat	
		to Para-Autism Specialist	GL	29.50	Cat	10/17/22

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>
Ancelmo	Valencia	Groundskeeper	BG	40.00	Dist	
		to Maintenance Carpenter	BG	40.00	Dist	11/07/22
Kristi	Carmichael	HR Technician	PECL	40.00	Dist	
		to Payroll Specialist	PECL	40.00	Dist	10/17/22
Anila	Jacob	Instructional Assistant	DV	25.00	Cat	
		to Braille Interpreter	WR	29.00	Cat	10/10/22
Kelly	Allen	Kitchen Assistant-Onsite	MV	30.00	Cat	
		to Cook	IH	30.00	Cat	10/24/22
Kristin	Iribarren	Kitchen Assistant-Onsite Rover	ROVER	20.00	Cat	
		to Lead Kitchen Assistant	GV	21.25	Cat	10/26/22
Shruthi	Rajamani	Kitchen Assistant-Receiving	GL	18.75	Cat	
		to Lead Kitchen Assistant	GL	21.25	Cat	10/26/22
Bridget	Swan	Lead Kitchen Assistant	MV	35.00	Cat	
		to Child Nutrition Manager	IH	35.00	Cat	10/10/22
Ashitha	Surpur	Lead Kitchen Assistant	HH	25.00	Cat	
		to Office Assistant	WR	20.00	Dist	11/09/22
Patricia	Onizuka	Para-Autism Specialist	LO	35.00	Cat	
		to Para-Lead Behavior Specialist	LO	40.00	Cat	10/03/22
Marie	Rendon	School Secretary-Secondary	WR	40.00	Dist	
		to School Secretary-Elementary	JB	40.00	Dist	10/10/22
Mona	Aziz	Wellness Intake Assistant	CH	40.00	Cat	
		to HR Technician	PECL	40.00	Dist	11/07/22

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>
Santok	Johnson	Kitchen Assistant	CK	17.50	Dist	
		to Kitchen Assistant	CK	18.75	Dist	09/26/22
Nidhi	Chadha	Kitchen Assistant-Receiving	GB	15.00	Dist	
		to Kitchen Assistant-Receiving	GB	16.25	Dist	09/26/22
Onesha	Edwards	Kitchen Assistant-Receiving	BV	15.00	Dist	
		to Kitchen Assistant-Receiving	BV	17.50	Dist	09/26/22
Margy	Atmodipuro	Kitchen Assistant-Receiving	MO	15.00	Dist	
		to Kitchen Assistant-Receiving	MO	17.50	Dist	09/26/22
Sharon	Heaney	Kitchen Assistant-Receiving	VG	15.00	Dist	
		to Kitchen Assistant-Receiving	VG	16.25	Dist	09/26/22

Shruthi	Rajamani	Kitchen Assistant-Receiving	GV	17.50	Dist	
		to Kitchen Assistant-Receiving	GV	18.75	Dist	09/26/22
Sujeong	Woo	Lead Kitchen Assistant	TC	18.75	Dist	
		to Lead Kitchen Assistant	TC	21.25	Dist	09/26/22
Monica	Thompson	Lead Kitchen Assistant	CC	18.75	Dist	
		to Lead Kitchen Assistant	CC	21.25	Dist	09/26/22
Laurence	Thompson	Lead Kitchen Assistant	MT	18.75	Dist	
		to Lead Kitchen Assistant	MT	21.25	Dist	09/26/22
Kathleen	Miller	Lead Kitchen Assistant	MO	17.50	Dist	
		to Lead Kitchen Assistant	Mo	20.00	Dist	09/26/22
Caecilia	Carolina	Lead Kitchen Assistant	BV	18.75	Dist	
		to Lead Kitchen Assistant	BV	22.50	Dist	09/26/22
Shivaan	Sharma	Lead Kitchen Assistant	NA	18.75	Dist	
		to Lead Kitchen Assistant	NA	26.25	Dist	09/26/22
Giovanna	Castagnini	Lead Kitchen Assistant	CR	18.75	Dist	
		to Lead Kitchen Assistant	CR	21.25	Dist	09/26/22
Humera	Mahmood	Lead Kitchen Assistant	LO	18.75	Dist	
		to Lead Kitchen Assistant	LO	25.00	Dist	09/26/22
Ramya	Keeran	Lead Kitchen Assistant	GB	17.50	Dist	
		to Lead Kitchen Assistant	GB	21.25	Dist	09/26/22
Ana Maria	Brown	Lead Kitchen Assistant	SY	18.75	Dist	
		to Lead Kitchen Assistant	SY	21.25	Dist	09/26/22
Correena	Ng	Lead Kitchen Assistant-Production	CH	21.25	Dist	
		to Lead Kitchen Assistant-Production	SR	40.00	Dist	09/26/22
Pamela	Wong	Para-Classroom	HH	13.00	Ext	
		to Para-Classroom	HH	23.00	Ext	09/19/22
Sima	Mostaghimi	Para-Autism Specialist	BC	29.50	Cat	
		to Para-Autism Specialist	BC	37.75	Cat	09/29/22
Rashmi	Wadhvani	Para-Special Education	CH	30.00	Ext	
		to Para-Special Education	CH	35.00	Ext	09/14/22

39 Month Reemployment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Eff Date</u>
Aaron	Factor	Paraeducator-Autism Specialist	10/18/22
Manisha	Oza	Paraeducator-Special Education	10/06/22

Short Term Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Ancy	Varghese	Classroom Para, Combo Support	BC	10.00	Dist	9/28/22-6/1/23
Nia	Le	Classroom Para, Combo Support	HH	10.00	Dist	9/21/22-6/1/23

Classified Employment - Other

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Madison	Everly	Enrichment Para	Hire	08/16/22
Halley	Hoffman	Student Lifeguard	Hire	10/21/22
Debra	Gulley	Sub Clerical	Hire	11/02/22
Susan	Larson	Sub Para-Special Education	Hire	11/01/22

DATE: November 15, 2022

TOPIC: RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Board Policy 3300, the Board of Education recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

The Board shall review all transactions every 60 days. Listed below is a summary of the District's expenditures for the period of October 6, 2022 through November 2, 2022. Detailed warrant registers are available in the Business Office for public inspection.

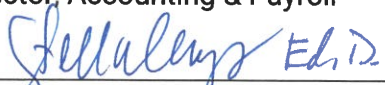
Fund Number	Fund Name	Vendor Warrants	Salary Warrants	Total
1	General Fund	5,676,745.68	13,709,967.40	\$19,386,713.08
5	Warrant Pass Through Fund	239,629.13	-	\$239,629.13
13	Child Nutrition Fund	868,402.85	183,964.54	\$1,052,367.39
21	Building Fund	2,547,707.32	50,303.75	\$2,598,011.07
25	Capital Facilities Fund	38,860.14		\$38,860.14
35	County School Facilities Fund			\$0.00
40	Special Reserve Capital Outlay	65,865.65		\$65,865.65
51	Bond Interest & Redemption			\$0.00
67	Self-Insurance Fund	260,522.41		\$260,522.41
71	Retiree Benefit Fund	5,925.00		\$5,925.00
77	Payroll A/P Clearing			\$0.00
	Total All Funds	\$ 9,703,658.18	\$ 13,944,235.69	\$ 23,647,893.87

RECOMMENDATION: The administration recommends ratification of the warrants issued as stated above.

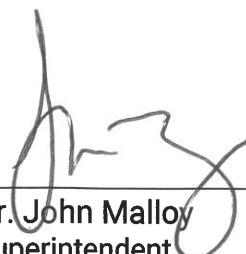
BUDGET IMPLICATION: As noted above.



 Nicole Kugler
 Director, Accounting & Payroll



 Dr. Stella M. Kemp
 Assistant Superintendent, Business Operations



 Dr. John Malloy
 Superintendent

DATE: November 15, 2022

TOPIC: DECLARATION OF SURPLUS INSTRUCTIONAL MATERIAL

DISCUSSION: As per Education Code section 60510 and 60530, the governing board of a school district may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:

- (a) By donation to a governing board, county free library, or other state institution.
- (b) By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United States.
- (c) By donation to a nonprofit charitable organization.
- (d) By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.
- (e) By sale.

Districts may dispose of unusable surplus or undistributed obsolete instructional materials, or such materials which are usable but cannot be distributed pursuant to Section 60510 in any of the following ways:


- (a) Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained.
- (b) Destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

Any organization, agency, or institution receiving obsolete instructional materials donated pursuant to this article shall certify to the governing board of the school district or the county board of education, as appropriate, that it agrees to make no charge of any kind to the persons to whom the organization gives or lends those materials.

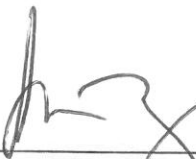
Qty	Item
various	As per attached list

RECOMMENDATION: Staff recommends approval of the items as surplus instructional materials.

BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the Instructional Materials Fund.


Debra Petish
Director, Instructional Services


Dr. Stella M. Kemp
Assistant Superintendent, Business Operations


Dr. John Malloy
Superintendent

12.4

ITEM NUMBER

AMK

	ISBN	CONDITION	PV	BC	CC	GL	GB	GV	JB	LO	MO	QR	RR	RY	TH	TC	VB	VE
My World Interactive 4- California History - Social Science 4h		fair												1				
My World Interactive 5- California History - Social Science 5h		fair	1 box											1				
Houghton Mifflin Social Studies America Will Be TE	0-395-54028-7	fair		1														
Misc.							2 boxes											
MISCELLANEOUS																		
Writer's Express Handbook	0-689-38633-2	good		32														
Scott Foreman Advanced Dictionary	0-673-12327-8	good		18														
Rogets Desk Thesaurus	0-517-18085-5	fair		48			1 box											
Student Dictionary	various	fair		10			1 box											
Children's Dictionary	9780395857392	good		16														
Webster's Pocket Reference Library		good		1														
Write on Track-Handcover	0-689-40880-3	good		1														
Write on Track-Softcover	0-689-48221-8	good		1														
Houghton Mifflin Lets us Friends 1st Grade	0-618-15160-5	good								41								
HM Here we go 1st Grade	0-618-151188-3	good								34								
HM Surprises 1st Grade	0-618-15731-1	good								76								
HM Wonders 1st Grade	0-618-15715-8	good								44								
HM Treasures 1st Grade	0-618-15714-X	good								28								
HM Adventures 2nd Grade	0-619-01231-10	Good								1					6			
HM Delights 2nd Grade	0-618-15717-4	Good								4								
HM Horizons 3rd Grade	0-618-15719-8	Good								1								
HM Expeditions 5th Grade	0-618-15721-1	Good								1								
Scholastic Childrens Dictionaries	978-0-439-70298-4	Good								8								
Scholastic Childrens Thesaurus	978-0-439-02898-1	Good								6								
American Heritage Childrens Dictionaries	978-0-618-70140-7	Good								9								
American Heritage Childrens Thesaurus	978-0-618-70166-7	Good								3								
HM 5th Grade Teacher Editions	None	Good								1								
DRA Kits K-3rd Grades	978-1-4284-0529-5	good								12								
DRA Kits 4th - 6th Grades	97-1-4284-0532-5	Good								8								
Heinemann Word Student Lessons TE Grade 3		Good																
Heinemann Word Student Lessons TE Grade 2		Good																
Houghton Mifflin English Workbooks Grade 2		Good																
Houghton Mifflin Reading - Writing Resource Grades 1-6		Good																
Perfection Learning Common Core ELA & Mathematics Grade 3		Good																
Pearson Common Core Standards Practice Workbook Grade 3		good																
Rebecca Sitton's Sourcebook for Teaching Spelling & Word Skills		Good																
Rebecca Sitton's Practice Book for Learning Spelling & Word Skills		Good																
Rebecca Sitton's Level 2 Teaching Posters		Good																
Heinemann Word Student Lessons Teaching Resources TE Grade 3		Good																
Heinemann Phonics TE (Teaching Resources, Phonics Lessons, Poetry) Grade K	978-0-325-00407-5	Good																5
Heinemann Phonics TE (Teaching Resources, Phonics Lessons, Poetry) Grade 1	0-325-00408-0	Good																1
Heinemann Phonics TE (Teaching Resources, Phonics Lessons, Poetry) Grade 2		Good																
Houghton Mifflin Reading - Traditions		Good																
Houghton Mifflin Reading BIG Books Kindergarten (Assorted)	978-0-618-15720-4	Good																20
Houghton Mifflin Reading BIG Books Grade 1 (Assorted)		Good																21

FALL 2022 DISCARD LIST

ELEMENTARY SCHOOLS

	ISBN	CONDITION	BV	BC	CC	GL	GB	GV	JB	LO	MO	QR	RR	SY	TH	TC	VG	VE
Rigby Literacy Amazing Animals	0-7635-6730-2	Good										1						
Pinnell & Fountas TE Sing a Song Poetry, Phonics Lessons Grade 1	978-0-325-00656-7	Good	2									4			4			
Pinnell & Fountas TE Sing a Song Poetry, Phonics Lessons Grade 2		Good										1						
Pearson Words Their Way Booklets Grade 2		Good										1						
Pearson Words Their Way TE Grade 1		Good										1 set						
McGraw Hill Open Court Reading Decodable Core Set Books 1-59 Grade 1		Good										1 set						
Assorted Library Books/ Core Lit Books		Good										6 boxes						
HM Reading Phonics Library - Friends Together	0-518-16190-2	Good								1								
HM Reading Phonics Library - Let's Count	0-518-16191-0	Good								17								
HM Reading Phonics Library - Sunshine and Raindrops	0-518-16192-9	Good								20								
HM Reading Phonics Library - Wheels Go Around	0-518-16193-7	Good								18								
HM Reading Phonics Library - Down on the Farm	0-518-16194-5	Good								19								
HM Reading Phonics Library - Special Friends	0-518-16205-4	Good								4								
HM Reading Phonics Library - Let's Look Around	0-518-16199-6	Good	10							4								
HM Reading Phonics Library - Family and Friends	0-518-16200-3	Good	19							4								
HM Reading Phonics Library - Animal Adventures	0-518-16202-X	Good	13							4								
HM Reading Phonics Library - Our Earth	0-518-16204-5	Good	18							4								
HM Reading Phonics Library - Surprise!	0-518-16198-6	Good	19							4								
HM Reading Phonics Library - All Together Now	0-518-16197-X	Good	19							4								
HM 2nd Grade Guided Reading		Good											1 box					
2nd Grade Macmillan Social Readers		Good											1 box					
HM 2nd Grade Phonics Library													1 box					
Various Eureka, Envision, Science													1 box					
HM reading California Assorted													2 box					
Assorted Library Books			10 boxes			17 boxes							5 boxes					
Units of Study Phonics K-2													7 boxes					
Units of Study Phonics K-1													1 box					
Units of Study gr. 3 and 5													1 box					
Wilson Foundations Bridging Phonics and Literacy K and 1													1 box					
Units of Study Reading & Writing Mixed, in complete, Unusable													5 boxes					
Time for Kids, Reading and Writing													2 boxes					
HM Reading - Large Books													5 boxes					
95% Phonics Core Program						1 box 2nd							8 large books					
wilson Fundamental letter boards													1 box					
Lucy Calikins - Units of Study Phonics - mixed boxes													1 box					
Reading & math - Assorted Books - supplemental													3 boxes					
Wilson - Mixed box													6 boxes					
McGraw Hill Various readers													1 box					
DRA Developmental Reading Assessment													3 boxes					
Lucy Calikins - Units of Study Phonics - Resource Pack K and 1													1 box					
Lucy Calikins - Units of Study Phonics - Resource Pack Box 1/Box 2 Grade 1													1 box					
Lucy Calikins - Units of Study Phonics - Resource Pack Box 2 Kinder													4 boxes					
Lucy Calikins - Units of Study Phonics - TE Grade 1	978-0-325-10554-3	Good										2 sets						
Moses Goes to a Concert	978-0-374-45366-4	Good										1			1			
The Very Hungry Caterpillar	978-0-389-22890-8	Good																
The Cat in the Hat	978-0-394-90001-1	Good																
Harry the Dirty Dog	0-08-028665-4	Good																
Assorted Library books K		Good																
Read Naturally Cassettes		good	15															

ISBN	CONDITION	BV	BC	CC	GL	GB	GV	JB	LO	MD	QR	RR	SV	TH	TC	VB	VE

	ISBN	CONDITION	CW	DV	IH	LC	PV	SV	WR	VE
United States History Ia. Edition	978-1-68220-433-7	Good	1							
World History - Medieval and Early Modern Times	13-978-0-618-53294-0	Good	22							
History Alive! The Medieval World and Beyond	1-58371-376-X	Good		1					5	22
History Alive! The Ancient World	1-58371-351-4	Good					3		10	16
History Alive! US History									10	
History Alive! The United States through Industrialism	1-58371-401-4	Fair		1						
Discovery Education TechBook US History California Edition Core Text Companion	9781682204337	Good			32					
Discovery Education TechBook: Interactive Student Resource		Good			1					
History of our World: People, Places and Ideas	980739860878	fair							6	
Nexttext Stories in History: The Renaissance	9780618142248	good				33				
Nexttext Stories in History: Ancient Rome	9780618142125	good				82				
Nexttext Stories in History: Ancient Greece	9780618142118	good				1				
The American Nation	0-13-433634-8	good	7							
United States History	0-8224-8894-8	good	6							
Creating America	13-978-0-618-55949-7	good	231							7
Ancient World History	978-1-68220-431-3	good	20							
Ancient Civilizations	0-13-131040-2	good	2							
TCI: History Alive, US through Industrialization	978-1-58371-931-2	good	35							
Discovery Textbook: US History Core Text Companion	978-1-68220-4337	good	29							
TCI: History Alive, Ancient World	1-58371-351-4	good	54							
TCI: History Alive: Medieval World and Beyond	978-58371-916-9	good	30							
McDougal World History Ancient Civilizations	13-978-0-618-53124-0	good	89				27			
McDougal Littell World History: Medieval and Early Modern Times	978-0-618-53294-0	good	86							
FOREIGN LANGUAGE										
Realidades 1	0-13-101687-3	poor		6					42	
Realidades 1	0-13-101687-3	good								12
Realidades 1	0-13-3697172-6	good								1
Chinese - elementary Trad Level 1	0-13-242974-8	good							50	
Chinese - elementary Trad Level 2	0-13-242978-0	good							50	
Chinese - elementary Simp Level 1	0-13-156442-0	good							0	
Chinese - elementary Simp Level 2	0-13-242977-2	good							20	



	ISBN	CONDITION	CW	DV	IH	LC	PV	SV	WR	VE
ENGLISH										
Prentice Hall Literature Bronze Level	0-13-054803-0	Good			50				6	
Prentice Hall Literature Silver Level	0-13-054804-9	Good	16						3	
Walk Two Moons	0-07-825320-9	Good			35	9				
Miscellaneous assorted audiobooks		Good			53					
Misc assorted novels		Good			115				700	
Language, The Comprehensive Literacy	1-59318-320-8	Good	10							
Spelling and Vocabulary	0-395-97008-3	Good	6							
Prentice Hall Literature Bronze	0-13-698499-1	Good	1							
Prentice Hall Literature copper	0-13-054802-2	Good		6				45	1	
McDougal Littell	0-8123-5108-8	Good	44							
Writing & Grammar-Communication in Action	0-13-037313-3	Fair		8						
Literature "The American Experience"	0-13-054807-3	good	1							
Prentice Hall Literature	0-13-045811-1	good	1							
Writing & Grammar	0-13-037341-9	good	10							
Prentice Hall Literature	0-13-698523-8	good	15							
Prentice Hall Literature	0-13-054809	good	4							
MATH										
Big Ideas Math Course 3	978-1-60840-672-2	Good			2					
McDougal Littell Math Course 2 TE	978-0-618-80808-6	Good			1	2				
McDougal Littell Algebra 1	978-0-618-72652-3	Good			1					
McDougal Littell Algebra 1	0-618-10646-4	Good			3					

ISBN	CONDITION	CH	MV	SR	VE	COMMENTS
SCIENCE						
0-13-166316-X	very good	4				I forgot to discard these last time
0-13-166308-9	good	1				
978-0-13-607302-4	good	57				
978-0-13-137504-8	fair	1				
0-697-34818-0	fair	63				never barcoded
0-13-196067-7	unusable	3				
0-13-173297-8	unusable	2				
0-13-166308-9	fair			20		
MATH						
0-395-88578-7	Very good			9		
0-395-88578-7	fair			36		one not barcoded
9780078298066	good		14			
SOCIAL STUDIES						
0-07-868968-6	Brand new	43				These 2 teaching books were purchased and gifted by the county. They don't want them back
978-1-60525-291-9	Brand new	34				
0-618-55713-X	unusable	1				
0-03-015449-9	fair			55		
978-0-618-55713-4	fair		84			Surplus. good condition
0-618-55715-6	fair		80			Surplus. good condition
0-07-338564-6	unusable		40			
0-07-860019-7	fair			96		
1-4641-1307-6	good				3	

<i>f</i>	ISBN	CONDITION	CH	MV	SR	VE	COMMENTS
COMPUTER SCIENCE							
AP Barrons 5th Edition		fair		4			
AP Barrons 6th Edition		fair		7			
ENGLISH							
Huckleberry Finn	0-03-095159-3	unusable	32				
Heart of Darkness paperbacks	0-553-21026-2	old but usable	33				
The Complete MAUS: A Survivor's Tale	0-679-40641-7	unusable			59		
Fahrenheit 451	0-345-34296-8	unusable			26		
The Great Gatsby	0-02-019960-0	unusable		36			
All Quiet on Western front		poor		56			
1984		good		36			
Boys in the Boat		great		49			
Color Purple		great		40			
Scarlett Letter		poor		40			
Joy Luck Club		poor		40			
Romeo and Juliet		fair		50			
Malcolm X Autobiography		great		100			
Great Expectations		fair		80			
Color of Water		great		34			
MISCELLANEOUS							
Discovering French Workbook Blanc 2	9780618298860	fair	114				
Discovering French Activities Workbook Blanc 2	9780618299126	good	33				
Discovering French Workbook Bleu 1	9780618298259	good	24				
Bonne Continuation	0-130829080	good	49				
Salsa y Salero	0-673136205	fair	36				These are not in the system. Never been barcoded
Arcos y Alamedas	0-673216233	fair	3				not ever coded
Abriendo Paso Gramatica	0-838426247	excellent	51				
Realidades 3	0-13-035968-8	unusable	46				
Nakama 1	0-669-27583-2	fair		110			
Nakama 2	0-669-28504-8	fair		50			
Joy of Signing	0-88243-520-5	good		40			
realidades 2	0-13-035951-3	poor		100			
Temas	1-61857-244-X	fair		70			

f	ISBN	CONDITION	CH	MV	SR	VE	COMMENTS
Basic Kani vol 1	978-4-89358-882-1	good		50			
Basic Kanji vol 2	4-89358-883-4	good		39			
Approach to Literature	130438022	good		40			
BSCS Biology	538690399	good		25			
Norton Anthology of modern poetry	393093573	good		52			
elements of literature 5th course	157175405	good		75			
Elements of literature	30520649	good		120			
elements of literature 4th	30968321	good		75			
elements of literature	30520630	good		120			
elements of literature 6th	30520673	good		9			
Elements of literature 3rd	30968313	good		260			
Elements of literature	30520622	good		23			
England with Literature Hamlet	673293831	good		99			
German Literature		good		15			
responding to literature	812370716	good		55			
How Music works	804188939	great		69			

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022


TOPIC: DECLARATION OF SURPLUS PROPERTY

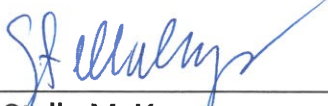
DISCUSSION: As per Education Code section 17545-17555, the governing board may sell or dispose of personal property which is unusable, obsolete, or no longer needed by the district. Staff has determined that the item(s) listed below are surplus property and they have been verified as obsolete, unusable 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.


Quantity	Item	Quantity	Item
7	Amplifier	1	ION Block Rocker
15	Boombox/Stereos	861	Android/iPad/Tablets
1566	Chromebook/Apple/Win Laptops	163	Monitors
355	Apple/Win Desktops	1	Lightboard
12	DocCams	1	Portable PA
10	DVD/VCR	69	3D/Multi-Function/Printers
3	Headphones	38	Projectors
1	Hotspot	1	A/V Receiver
1	Hub	2	Scanners
1	Interactive Boards	8	Smart Boards
3	TV's	1	Video Conference
3	Viewscreen	17	Walkie Talkies/Handheld Radios
5	Misc.	98	Switches(various models)
45	Access Points		

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

BUDGET IMPLICATION: 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.


Julie Harris
Business Manager


Dr. Stella M. Kemp
Assistant Superintendent, Business Operations


Dr. John Malloy
Superintendent

12.5
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
 699 Old Orchard Drive, Danville
 925-552-5500 www.srvusd.net

DATE: November 15, 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	Description	Amount	Funding
Contra Costa Health Services	Health Permits for School Site Kitchens	\$62,000	Child Nutrition
Ed Sped Solutions	Nonpublic, Nonsectarian School/Agency	\$250,000	Sp. Ed.
Solstice RTC	Nonpublic, Nonsectarian School/Agency	\$218,876	Sp. Ed.
Apple Inc. Education	Staff computer replacements	\$383,776	Technology
CDW	Chromebook Devices for 8 th grade	\$1,113,645	Covid
CDW	Staff computer replacements	\$293,000	Technology
HKIT Architects	Architectural services for Monte Vista High School conceptual design to enclose the core campus with fencing.	\$86,623	Measure D
Quattrocchi Kwok Architects	Additional architectural service of \$69,887 to the original contract for Twin Creeks modernization	\$624,865	Measure D

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

BUDGET IMPLICATION: As stated above.



Dr. Stella M. Kemp
 Assistant Superintendent, Business Operations



Dr. John Malloy
 Superintendent

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION #68/22-23, APPROVING ROUTINE BUDGET REVISIONS

DISCUSSION: Routine budget revisions are brought before the Board for approval on a monthly basis. Revenues and expenditures are reviewed and adjusted to reflect projections based on new information such as grant awards, local donations, and district expenditure commitments. The items below detail the changes and movement between accounts.

General Fund Revenues

LCFF/Other State

Other State revenues increased by approximately \$0.79 million, due to receipt of Classified School Employee Summer Assistance Program Grant.

Other Local Revenues –

Other Local revenues increased approximately \$0.43 million due to updated projections for external billings, as well as \$0.94 million for CTE programs.

General Fund Expenditures

Salaries and Benefits –

Budgeted salary and benefits expenditures increased approximately \$20.1 million due to the tentative agreement with SRVEA (\$17.8m), increases to special education positions (\$1.4m), and carryover adjustments in special education programs (\$0.6m).

Supplies/Services –

Budgeted supplies and services expenditures increased approximately \$3.9 million due to budgeted expenditures for 8th grade 1:1 devices (\$1.1m), K-5 Social Studies textbook adoption (\$1.6m), district server upgrades (\$0.6m), SPED carryover adjustments (0.3m), and school site and athletics donations (\$0.3m).

Capital Outlay –

Capital Outlay is increased approximately \$0.4 million primarily due to a routine restricted maintenance carryover adjustment.

Other Funds

No major changes.

12.7

Item Number

RECOMMENDATION: The Administration recommends adoption of Resolution #68/22-23, approving the budget adjustments as presented.

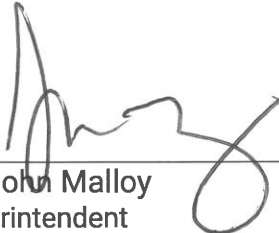
BUDGET IMPLICATIONS: Various, as noted above.



Evan Miller
Executive Director, Fiscal Services



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

RESOLUTION NO. : 68/22-23

IN SUPPORT OF APPROVING ROUTINE BUDGET REVISIONS

WHEREAS, Education Code Sections 42600 – 42603 permit the County Superintendent of Schools with the consent of the Governing Board of the San Ramon Valley Unified School District to make such transfers to revise the adopted budget at any time during a fiscal year; and

WHEREAS, the Governing Board believes it to be in the best interest of the District to regularly revise the 2022-23 budget in order to more accurately portray the financial condition of the District;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Ramon Valley Unified School District does hereby authorize the Contra Costa County Superintendent of Schools to revise its 2022-23 budget as hereafter detailed.

BE IT FURTHER RESOLVED that the Secretary of the Governing Board is hereby directed to deliver a copy of this Resolution to the County Superintendent of Schools.

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 15th day of November, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

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

1 GENERAL FUND

	Revised Budget 9/30/2022	Adjustments this Period	Revised Budget 10/31/2022
REVENUES			
LCFF/Other State	\$ 409,014,779	\$ 798,126	\$ 409,812,905
Federal Revenues	17,006,924	0	17,006,924
Other Local Revenues	27,792,561	576,876	28,369,437
Total Revenues	\$ 453,814,264	\$ 1,375,002	\$ 455,189,266
EXPENDITURES			
Certificated Salaries	\$ 166,118,142	\$ 15,046,356	\$ 181,164,498
Classified Salaries	59,177,719	1,116,939	60,294,658
Employee Benefits	115,561,431	3,978,490	119,539,921
Books and Supplies	19,757,953	3,385,530	23,143,483
Services, Other Operating Expenses	48,834,676	535,091	49,369,767
Capital Outlay	720,238	370,222	1,090,460
Other Outgo	993,996	0	993,996
Direct Support/Indirect Costs	0	0	0
Total Expenditures	\$ 411,164,155	\$ 24,432,628	\$ 435,596,783
Excess or Deficiency before other Sources and Uses	\$ 42,650,109	\$ -23,057,626	\$ 19,592,483
OTHER FINANCING SOURCES/USES			
Transfers In	\$ 0	\$ 0	\$ 0
Transfers Out	2,854,361	0	2,854,361
Sources	0	0	0
Uses	0	0	0
Total, Other Financing Sources/Uses	\$ -2,854,361	\$ 0	\$ -2,854,361
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 39,795,748	\$ -23,057,626	\$ 16,738,122
FUND BALANCE, RESERVES			
Beginning Balance			
Beginning Balance as of July 1 - Unaudited	\$ 47,737,979	\$ 0	\$ 47,737,979
Audit Adjustments		0	
As of July 1 - Audited	47,737,979	0	47,737,979
Adjustments for Restatements		0	
Net Beginning Balance	47,737,979	0	47,737,979
Ending Balance	\$ 87,533,727	\$ -23,057,626	\$ 64,476,101
COMPONENTS OF ENDING BALANCE			
Unappropriated Amount	\$ 0	\$ 0	\$ 0
Restricted Ending Balances	51,740,928	-5,325,746	46,415,182
Instructional Materials	330,987	0	330,987
Professional Development	131,836	0	131,836
Revolving Cash	153,700	0	153,700
Stores Inventory	46,286	0	46,286
Site Designations	-506,033	0	-506,033
Supplemental	1,545,610	-130,552	1,415,058
Lottery	572,742	0	572,742
Prepaid Expenses	467,405	0	467,405
Technology Devices	207,683	0	207,683
\$0	0	0	0
Deficit Spending	32,562,895	-17,601,722	14,961,173
Safety and Mental Wellness	280,082	0	280,082
\$0	0	0	0
\$0	0	0	0
	87,534,121	-23,058,020	64,476,101

21 Building Fund

	Revised Budget 9/30/2022	Adjustments this Period	Revised Budget 10/31/2022
REVENUES			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	1,136,200	0	1,136,200
Total Revenues	<u>\$ 1,136,200</u>	<u>\$ 0</u>	<u>\$ 1,136,200</u>
EXPENDITURES			
<i>Classified Salaries</i>	\$ 868,593	\$ 15,823	\$ 884,416
<i>Employee Benefits</i>	478,011	3,383	481,394
<i>Books and Supplies</i>	824,514	30,373	854,887
<i>Services, Other Operating Expenses</i>	2,372,952	101,942	2,474,894
<i>Capital Outlay</i>	23,154,790	-114,223	23,040,567
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
Total Expenditures	<u>\$ 27,698,860</u>	<u>\$ 37,298</u>	<u>\$ 27,736,158</u>
Excess or Deficiency before other Sources and Uses	\$ -26,562,660	\$ -37,298	\$ -26,599,958
OTHER FINANCING SOURCES/USES			
<i>Transfers In</i>	\$ 3,602,868	\$ 0	\$ 3,602,868
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
Total, Other Financing Sources/Uses	<u>\$ 3,602,868</u>	<u>\$ 0</u>	<u>\$ 3,602,868</u>
NET INCREASE (DECREASE) IN FUND BALANCE	\$ -22,959,792	\$ -37,298	\$ -22,997,090
FUND BALANCE, RESERVES			
Beginning Balance			
Beginning Balance as of July 1 - Unaudited	\$ 53,024,891	\$ 0	\$ 53,024,891
Audit Adjustments		0	
As of July 1 - Audited	53,024,891	0	53,024,891
Adjustments for Restatements		0	
Net Beginning Balance	53,024,891	0	53,024,891
Ending Balance	<u>\$ 30,065,099</u>	<u>\$ -37,298</u>	<u>\$ 30,027,801</u>
Components of Ending Fund Balance			
Reserved for Capital Outlay	\$ 30,065,099	\$ -37,298	\$ 30,027,801

25 Capital Facilities - Developer Impact Program

	Revised Budget 9/30/2022	Adjustments this Period	Revised Budget 10/31/2022
REVENUES			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	3,825,000	0	3,825,000
Total Revenues	\$ 3,825,000	\$ 0	\$ 3,825,000
EXPENDITURES			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	475,000	0	475,000
<i>Services, Other Operating Expenses</i>	1,469,418	-37,091	1,432,327
<i>Capital Outlay</i>	0	37,091	37,091
<i>Other Outgo</i>	0	0	0
<i>Direct Support/Indirect Costs</i>	0	0	0
Total Expenditures	\$ 1,944,418	\$ 0	\$ 1,944,418
Excess or Deficiency before other Sources and Uses	\$ 1,880,582	\$ 0	\$ 1,880,582
OTHER FINANCING SOURCES/USES			
<i>Transfers In</i>	\$ 0	\$ 0	\$ 0
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
Total, Other Financing Sources/Uses	\$ 0	\$ 0	\$ 0
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 1,880,582	\$ 0	\$ 1,880,582
FUND BALANCE, RESERVES			
Beginning Balance			
Beginning Balance as of July 1 - Unaudited	\$ 8,397,639	\$ 0	\$ 8,397,639
Audit Adjustments		0	
As of July 1 - Audited	8,397,639	0	8,397,639
Adjustments for Restatements		0	
Net Beginning Balance	8,397,639	0	8,397,639
Ending Balance	\$ 10,278,221	\$ 0	\$ 10,278,221
Components of Ending Fund Balance			
Assigned for Capital Outlay	\$ 10,278,221	\$ 0	\$ 10,278,221

40 Special Reserve for Capital Outlay

	Revised Budget 9/30/2022	Adjustments this Period	Revised Budget 10/31/2022
REVENUES			
<i>Federal Revenues</i>	\$ 0	\$ 0	\$ 0
<i>Other State Revenues</i>	0	0	0
<i>Other Local Revenues</i>	814,493	0	814,493
Total Revenues	\$ 814,493	\$ 0	\$ 814,493
EXPENDITURES			
<i>Classified Salaries</i>	\$ 0	\$ 0	\$ 0
<i>Employee Benefits</i>	0	0	0
<i>Books and Supplies</i>	0	0	0
<i>Services, Other Operating Expenses</i>	4,100	0	4,100
<i>Capital Outlay</i>	0	0	0
<i>Other Outgo</i>	3,359,334	0	3,359,334
<i>Direct Support/Indirect Costs</i>	0	0	0
Total Expenditures	\$ 3,363,434	\$ 0	\$ 3,363,434
Excess or Deficiency before other Sources and Uses	\$ -2,548,941	\$ 0	\$ -2,548,941
OTHER FINANCING SOURCES/USES			
<i>Transfers In</i>	\$ 2,854,361	\$ 0	\$ 2,854,361
<i>Transfers Out</i>	0	0	0
<i>Sources</i>	0	0	0
<i>Uses</i>	0	0	0
Total, Other Financing Sources/Uses	\$ 2,854,361	\$ 0	\$ 2,854,361
NET INCREASE (DECREASE) IN FUND BALANCE	\$ 305,420	\$ 0	\$ 305,420
FUND BALANCE, RESERVES			
Beginning Balance			
Beginning Balance as of July 1 - Unaudited	\$ 10,800,866	\$ 0	\$ 10,800,866
Audit Adjustments		0	
As of July 1 - Audited	10,800,866	0	10,800,866
Adjustments for Restatements		0	
Net Beginning Balance	10,800,866	0	10,800,866
Ending Balance	\$ 11,106,286	\$ 0	\$ 11,106,286
Components of Ending Fund Balance			
Child Care Buildings	440,300	0	440,300
Solar Debt Service	3,043,414	0	3,043,414
Diablo Vista MS Fields	463,381	0	463,381
DVHS CSA	84,828	0	84,828
Solar Reserve	2,093,313	0	2,093,313
Facility Community Use	1,001,020	0	1,001,020
Capital Investments	2,772,951	0	2,772,951
Technology Infrastructure Replacement	0	0	0
Safety Committee	1,207,079	0	1,207,079
Restricted Ending Balance	\$ 440,300	\$ 10,665,986	\$ 11,106,286

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF THE 2023-24 BUDGET/LCAP DEVELOPMENT CALENDAR

DISCUSSION: The Board of Education must annually approve a district budget (Education Code 42127) and must annually approve an updated Local Control and Accountability Plan (Education Code 52061).

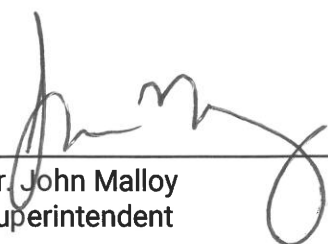
In order to effectively manage the many interrelated budget development and LCAP update processes, to ensure stakeholders have appropriate involvement and to ensure all parties are aware of the interdependence and sequencing of key tasks, staff has formulated a 2022-23 Budget/LCAP Development Calendar.

RECOMMENDATION: Staff recommends approval of the proposed 2023-24 Budget/LCAP Development Calendar.

BUDGET IMPLICATIONS: None



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

Fall, 2022	
November 18	▪ Board Meeting - Adopt Budget/LCAP Development Calendar
November 29	▪ LCAP Stakeholder Committee Meeting
December 13	▪ Board Meeting – 1st Interim Financial Report
January, 2023	
January 1 – 31	▪ Conduct LCAP Stakeholder Survey
January (mid)	▪ Working 2023-24 Enrollment Projections available (Final draft fall 2022 demographics study, 2022-23 actual enrollment to-date, etc.)
January 17	▪ Board Meeting
January 18	▪ School Services Governor's Budget Workshop
January 31	▪ LCAP Stakeholder Committee Meeting
February, 2023	
February (beginning)	▪ Sites notify Human Resources of status of probationary teachers
February 1	▪ 2023-24 certificated standard rate and classified employee cost estimates distributed to sites/external funding groups
February (mid)	<ul style="list-style-type: none"> ▪ Preliminary Budget Assumptions recommended by Cabinet ▪ Student enrollment projections (for preliminary budget) recommended by Cabinet ▪ Certificated and classified staffing projections (for budget) recommended by Cabinet
February (mid)	<ul style="list-style-type: none"> ▪ Principals notify Human Resources if certificated staffing adjustments are needed due to changes in external commitments ▪ Distribute school site and department budget development materials to principals and managers ▪ Initial staffing allocations distributed to school sites (based on straight enrollment rollup)
February 21	▪ Board Meeting - Certificated Staffing Timelines and Notice Criteria reviewed and approved
March, 2023	
March (throughout)	▪ Present draft LCAP to PAC, CAC, ELAC, PTA, SSC's (respond to comments in writing)
March 14	▪ Board Meeting - Action related to probationary certificated staffing and 2 nd Interim Report
March 15	▪ Certificated probationary employee notification deadline
March 19	<ul style="list-style-type: none"> ▪ School site and department budgets due to Business Services ▪ School sites and departments notify Human Resources if classified adjustments are needed
March 21	▪ LCAP Stakeholder Committee Meeting
April, 2023	
April (mid)	▪ Post proposed LCAP on website, notify public and begin public comment period
April 18	▪ Board Meeting – Action related to classified staffing
May, 2023	
May (mid)	▪ Attend School Services Governor's May Revise Workshop
May 2	▪ Board Workshop – Budget and LCAP Development
May 16	▪ Board Meeting - May Revise and action related to temporary teachers
June, 2023	
June 6	▪ Board Meeting - Public Hearing on 2023-24 proposed LCAP and budget
June 13	▪ Board Meeting - Adoption of 2023-24 LCAP and budget
June 15	▪ Constitutional deadline for legislature to send budget to Governor
June 30	▪ Governor signs or vetoes state budget
Summer, 2023	
August	▪ Board Meeting - 45 Day Revise (following state budget adoption)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

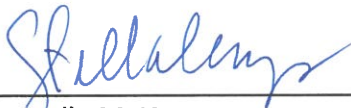
DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION #66/22-23, AUTHORIZING DISTRICT REPRESENTATIVES WITH THE OFFICE OF PUBLIC SCHOOL CONSTRUCTION DEPARTMENT OF GENERAL SERVICES

DISCUSSION: Signatory authorizations are reviewed and updated as needed in the school district. Due to personnel changes, it is necessary to adopt Resolution No 66/22-23, effective November 15, 2022 until revoked or superseded.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 66/22-23, Authorizing District Representatives with Office of Public School Construction Department of General Services.

BUDGET IMPLICATIONS: None



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.9

Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 66/22-23

IN SUPPORT OF RESOLUTION NO. 66/22-23, 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.

WHEREAS: 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. Dr. Stella M. Kemp, Assistant Superintendent, Business Operations

APPROVED, PASSED AND ADOPTED b by the Governing Board of the San Ramon Valley Unified School District this 15th day of November 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

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

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.

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

Page 3 of 4

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 DR. STELLA M. KEMP	TELEPHONE NUMBER (925) 552-2905	E-MAIL ADDRESS skemp@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 November 15, 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 11/16/2022
NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) Dr. Stella M. Kemp	E-MAIL ADDRESS skemp@srvusd.net
	TELEPHONE (925) 552-2905

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION #69/22-23, AUTHORIZING PARTICIPATION IN THE CARL MOYER MEMORIAL AIR QUALITY STANDARDS ATTAINMENT PROGRAM FOR SCHOOL BUS REPLACEMENT GRANT

DISCUSSION: The Carl Moyer Memorial Air Quality Standards Attainment Program (Carl Moyer Program or CMP) is a voluntary state funded program that offers grant funding for cleaner than required engines and equipment including school buses. Public school districts in California that own their own school buses are eligible for funding. The Bay Area Air Quality Management District (BAAQMD) is now accepting applications for vehicle replacement of heavy duty school buses with the cleanest vehicles available, including zero-emission or alternative fuel vehicles, and infrastructure projects that install new, convert, or expand existing battery-charging or hydrogen fueling infrastructure to fuel school buses.

RECOMMENDATION: Staff recommends the Board adopt Resolution #69/22-23, authorizing the San Ramon Valley Unified School District to participate in the Carl Moyer Memorial Air Quality Standards Attainment Program for school bus replacement grant.


BUDGET IMPLICATIONS: TBD based on conditions and award of grant.



Jason Flores
Director, Transportation



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.10
Item Number

RESOLUTION NO. : 69/22-23

**IN SUPPORT OF PARTICIPATION IN THE CARL MOYER MEMORIAL AIR QUALITY STANDARDS
ATTAINMENT PROGRAM FOR SCHOOL BUS REPLACEMENT GRANT**

WHEREAS, several local, state, and federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

WHEREAS, San Ramon Valley Unified School District Board must authorize someone by resolution, as the "Authorized Individual" to make application and administer the Carl Moyer Memorial Air Quality Standards Attainment Program for school bus replacement grant.

NOW, THEREFORE, BE IT RESOLVED that the San Ramon Valley Unified School District Board hereby authorized the Assistant Superintendent, Business Operations or designee to make application for, to sign required assurances, and to administer the Carl Moyer Memorial Air Quality Standards Attainment Program with respect to applications for local, state and federal programs, projects or grants, on behalf of this school district.

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 15th day of November, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

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

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION #70/22-23, AUTHORIZING PARTICIPATION IN THE VOLKSWAGEN ENVIRONMENTAL MITIGATION TRUST FOR SCHOOL BUS REPLACEMENT GRANT

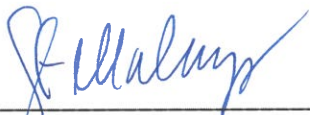
DISCUSSION: The Volkswagen (VW) Mitigation Trust was established to fully mitigate the diesel NOx emissions caused by VW's illegal actions. The mitigation plan for California includes a variety of grant categories available to replace diesel vehicles registered throughout the state of California, with one supporting the early adoption of zero-emission bus technologies. Funding is available through this grant for the purchase of the cleanest available zero-emission school buses. Projects will be awarded on a first-come, first-served basis in two installments of \$65M each. The types of buses eligible for replacement include class 4 to 8 school, transit, and shuttle buses. The replacement buses must be new and use commercially available zero-emission technologies, including both battery electric and fuel cell electric. Applications opened on October 31, 2022.

RECOMMENDATION: Staff recommends the Board adopt Resolution #70/22-23, authorizing the San Ramon Valley Unified School District to participate in the Volkswagen Environmental Mitigation Trust for school bus replacement grant.

BUDGET IMPLICATIONS: TBD based on conditions and award of grant.



Jason Flores
Director, Transportation



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.11

Item Number

RESOLUTION NO. : 70/22-23

IN SUPPORT OF PARTICIPATION IN THE VOLKSWAGEN ENVIRONMENTAL MITIGATION TRUST FOR SCHOOL BUS REPLACEMENT GRANT

WHEREAS, several local, state, and federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

WHEREAS, San Ramon Valley Unified School District Board must authorize someone by resolution, as the "Authorized Individual" to make application and administer the Volkswagen Environmental Mitigation Trust Funds for school bus replacement grant.

NOW, THEREFORE, BE IT RESOLVED that the San Ramon Valley Unified School District Board hereby authorized the Assistant Superintendent, Business Operations or designee to make application for, to sign required assurances, and to administer the Volkswagen Environmental Mitigation Trust Funds with respect to applications for Local, State and Federal programs, projects or grants, on behalf of this school district.

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 15th day of November, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

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

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 65/22-23, APPROVAL OF ASSIGNMENT OUTSIDE OF CREDENTIAL PER EDUCATION CODE 44258.2

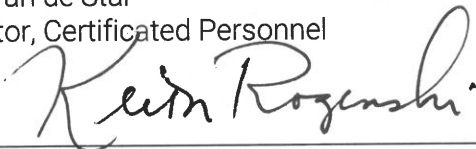
DISCUSSION: Education Code 44258.2 allows the Governing Board of a school district to authorize the holder of a single subject teaching credential or a standard secondary credential to teach any subject in departmentalized classes to a given class or group of students below grade nine, provided that the teacher has completed at least 12 semester units, or 6 upper division or graduate units of course work at an accredited institution in each subject to be taught. The purpose of this exception to the credentialing requirement is to allow district to assign a teacher to teach a subject under grade 9 in a departmentalized class not normally covered in a self-contained classroom.

RECOMMENDATION: Administration recommends adoption of Resolution No. 65/22-23.

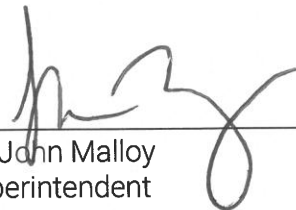
BUDGET IMPLICATION: None



Keri Van de Star
Director, Certificated Personnel



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

12.12

Item Number

RESOLUTION NO. : 65/22-23

IN SUPPORT OF APPROVAL OF APPROVAL OF ASSIGNMENT OUTSIDE OF CREDENTIAL PER EDUCATION CODE 44258.2

WHEREAS: Education Code 44258.2 allows the Governing Board of a school district to authorize the holder of a single subject teaching credential or a standard secondary credential to teach any subject in departmentalized classes to a given class or group of students below grade nine, provided that the teacher has completed at least 12 semester units, or 6 upper division or graduate units of course work at an accredited institution in each subject to be taught.

WHEREAS: The affected certificated teacher has been verified as possessing the necessary qualifications to be assigned under the above option.

WHEREAS: The teachers to be assigned under the above option will be listed on the certificated personnel changes and presented at the Board meeting as the assignments occur.

THEREFORE BE IT RESOLVED: That the following teacher is authorized to teach the subject indicated for the 2022-23 school year:

Daniel Pottorff

Science Lab

Creekside Elementary School

Daniel Pottorff holds a Single Subject Credential in Physical Education. He holds a Bachelor of Arts degree from the University of Oregon. Shawn exceeds the 12 semester units required for this option and is qualified to teach Science Lab.

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: There are no budget implications.

AYES:

NOES:

ABSENT:

ABSTAINED:

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

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 64/22-23, STUDENT TEACHER AGREEMENTS FOR THE 2022-23 SCHOOL YEAR

DISCUSSION: Annually, the District works collaboratively with colleges and universities in our area to provide appropriate student teaching placements for students enrolled in credential programs or fieldwork experience. This resolution authorizes the District to continue participating in this important aspect of training future teachers.

RECOMMENDATION: Adopt Resolution No. 64/22-23 regarding Student Teacher Agreements for the 2022-23 school year.

BUDGET IMPLICATION: There are no budget implications.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

12.13
Item Number

RESOLUTION NO. : 64/22-23

IN SUPPORT OF STUDENT TEACHING AGREEMENT

WHEREAS: The San Ramon Valley Unified School District is authorized to enter into agreement with colleges and universities, to provide teaching experience through practice teaching to students enrolled in teacher training programs.

WHEREAS: It has been determined between the parties that the payments to be made to the District under the agreement do not exceed the actual cost to the District of the services rendered by the District.

WHEREAS: The District may, for good cause, refuse to accept any student for student teaching.

WHEREAS: All Workers' Compensation Insurance shall be at the cost of the District unless otherwise provided by agreement.

THEREFORE BE IT RESOLVED: That the 2022-23 student teaching agreement with the college listed below be approved:

- Adams State University
- Alliant International University
- Argosy University
- Arizona State University
- Baylor University
- Biola University
- Brandman University
- CA College of Arts & Crafts, Oakland
- Concordia University
- CSU, Dominguez Hills
- CSU East Bay, Hayward
- CSU, San Jose
- Cal State TEACH, Seaside
- Chapman University, Orange
- Concordia University
- Eastern New Mexico University
- Grand Canyon University
- Holy Names University, Oakland
- Humboldt State University
- John F. Kennedy Univ., Walnut Creek
- Loma Linda University

- Point Loma Nazarine University
- Patten University, Oakland
- Saint Louis University
- Samuel Merritt University
- San Joaquin Delta Community College
- San Jose State University, San Jose
- Santa Clara University, Santa Clara
- SRV Discovery Center, Danville
- Saint Mary's College, Moraga
- San Francisco State University
- Touro University
- United States University
- University of CA, Berkeley
- University of CA, Davis
- University of CA, Merced
- University of CA, San Francisco
- University of Nevada, Reno
- University of the Pacific
- University of Phoenix
- Univ. of San Francisco, San Francisco
- University of Southern California

Los Angeles Pacific
Mills College, Oakland
National University, Emeryville
New York University
North Coast School of Education
Notre Dame de Namur University

University of West Florida
Wake Forest University
West Coast University
Western Governors Univ., Salt Lake City
York College

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: There are no budget implications.

AYES:

NOES:

ABSENT:

ABSTAINED:

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

DATE: November 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 67/22-23, APPROVAL OF ASSIGNMENT OUTSIDE OF CREDENTIAL PER EDUCATION CODE 44256

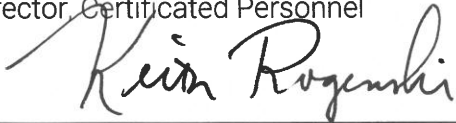
DISCUSSION: Education Code 44256 allows the Governing Board of a school district to authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade nine, provided that the teacher has completed at least 12 semester units, or 6 upper division or graduate units of course work at an accredited institution in each subject to be taught. The purpose of this exception to the credentialing requirement is to allow districts to assign a teacher to teach a subject under grade 9 in a departmentalized class not normally covered in a self-contained classroom.

RECOMMENDATION: Administration recommends adoption of Resolution No. 67/22-23.

BUDGET IMPLICATION: None



Keri Van de Star
Director, Certificated Personnel



Keith Rogenski
Assistant Superintendent



Dr. John Malloy
Superintendent

12.14

Item Number

Human Resources SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
 699 Old Orchard Drive, Danville
 925-552-5500 www.srvusd.net

RESOLUTION NO. : 67/22-23

IN SUPPORT OF APPROVAL OF APPROVAL OF ASSIGNMENT OUTSIDE OF CREDENTIAL PER EDUCATION CODE 44256

WHEREAS: Education Code 44256 allows the Governing Board of a school district to authorize the holder of a multiple subject teaching credential or a standard secondary credential to teach any subject in departmentalized classes to a given class or group of students below grade nine, provided that the teacher has completed at least 12 semester units, or 6 upper division or graduate units of course work at an accredited institution in each subject to be taught. The purpose of this exception to the credentialing requirement is to allow districts to assign a teacher to teach a subject under grade 9 in a departmentalized class not normally covered in a self-contained classroom.

WHEREAS: The affected certificated teachers have been verified as possessing the necessary qualifications to be assigned under the above option.

WHEREAS: The teachers to be assigned under the above option will be listed on the certificated personnel changes report and presented at the Board meeting as assignments occur.

THEREFORE BE IT RESOLVED: That the following teachers are authorized to teach the subject indicated for the 2022-23 school year:

Darcie Kaiser	Science Lab	Golden View Elementary School
Amybeth Ogden	Science Lab	Golden View Elementary School
Meghan Gaab	Science Lab	Golden View Elementary School
Kimberly Cory	Science Lab	Golden View Elementary School
Dawn Kriz	Science Lab	Coyote Creek Elementary School
Deborah Marcotte	Science Lab	Montevideo Elementary School
Erica Tompkins	Science Lab	Neil Armstrong Elementary School
Gina Jenkins	Science Lab	Quail Run Elementary School
Kimberly Lawrence	Science Lab	Bollinger Canyon Elementary School
Brooke Schroeder	Science Lab	Vista Grande Elementary School
Eva Yee	Science Lab	Quail Run Elementary School

The above teachers hold a Multiple Subject credential, have completed 12 or more semester units in Science, and have previously taught Science with the San Ramon Valley Unified School District.

PASSED AND ADOPTED by the following called vote this 15th day of November 2022.

BUDGET IMPLICATION: There are no budget implications.

AYES:

NOES:

ABSENT:ABSTAINED:

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

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICY AND ADMINISTRATIVE REGULATION 6174 EDUCATION FOR ENGLISH LANGUAGE LEARNERS

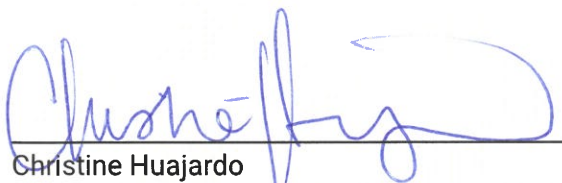
DISCUSSION: Revisions to board policy and administrative regulation 6174 Education for English Language Learners was presented at the last board meeting on October 18. Verbiage placement has been made in the first paragraph. Paragraph two includes three new bulleted points to further explain reclassification: (a) ELPAC overall score of 4 (well developed), (b) Teacher Evaluation including grades from standard based report card and a teacher summary of student progress, and (c) Basic Skills Assessment scores reflecting proficiency including, but not limited to CAASPP and district screeners.

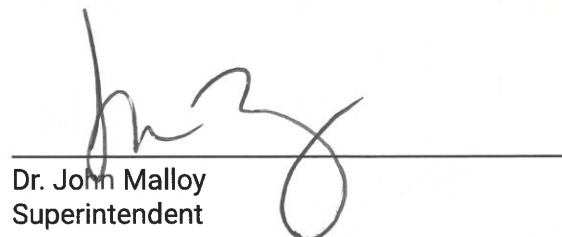
The administrative regulation is updated to clarify the process for assessment and identification of English learners, including additional notification requirements. Section on "Reclassification/Redesignation" revised to require English learners who are reclassified as fluent English proficient to be monitored for at least four years following their reclassification, consistent with CDE's Federal Program Monitoring instrument.

The administrative regulation also adds further information regarding the composition and duties of the school-level and district-level English Learner Advisory Committee.

RECOMMENDATION: Administration recommends approval of revisions to Board Policy and Administrative Regulation 6164. Once approved, the SRVUSD board policy manual will be updated.

BUDGET IMPLICATION: None


Christine Huajardo
Assistant Superintendent


Dr. John Malloy
Superintendent

12.15
Item Number

Policy 6174: Education For English Learners

~~The Board of Education intends to provide English Learners with challenging curriculum and instruction that develop proficiency in English as rapidly and efficiently as possible in order to assist students in accessing the full educational program and achieving the district's academic standards.~~

~~The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English learners and for their reclassification based on district criteria adopted by the Board and specified in administration regulations.~~

~~The district's program shall be based on sound instructional theory and shall be adequately supported so English learners can achieve results at the same academic level as their English proficient peers in the regular course of study. Teachers of English learners will be properly certified to instruct students with emerging English language.~~

~~To ensure the district is effectively meeting the needs of English learners, the Superintendent or designee shall annually examine English learner program results, including reports of the students' academic achievement, and progress towards proficiency in English.~~

~~Type of Instruction~~

~~Students who are English learners shall be educated through structured English immersion during a temporary transition period not normally intended to exceed one year. Nearly all classroom instruction in the structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. Clarification, explanations and support, as needed, may be in a student's primary language.~~

~~When an English learner has acquired a reasonable level of English proficiency as measured by any of the state designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)~~

~~Parental Exception Waivers~~

~~At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. Parent/guardian requests for waivers from Education Code 305 regarding placement in a structured English immersion program shall be granted in accordance with law and administrative regulation.~~

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above
3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for

California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above

8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 854.1-854.3	CAASPP and universal tools, designated supports, and accommodations
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 300-340	English language education for immigrant children
Ed. Code 305-310	Language acquisition programs
Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02-42238.03	Local control funding formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition, recently arrived English learner
Ed. Code 60640	California Assessment of Student Performance and Progress

Ed. Code 62002.5	Continuation of advisory committee after program sunsets
Federal	Description
20 USC 1412	State eligibility
20 USC 1701-1705	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7801	Definition of English learner
34 CFR 100.3	Discrimination prohibited
34 CFR 200.16	Assessment of English learners
Management Resources	Description
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Publication	Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
California Department of Education Publication	Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18
California Department of Education Publication	Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
California Department of Education Publication	California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018
California Department of Education Publication	Common Core State Standards for Mathematics, rev. 2013
California Department of Education Publication	English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
California Department of Education Publication	Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017
California Department of Education Publication	English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve
Court Decision	Valeria O. v. Davis, (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

Court Decision	McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. Sep 2016
CSBA Publication	English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
CSBA Publication	English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
CSBA Publication	English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
CSBA Publication	English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
The Education Trust- West Publication	Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
The Education Trust- West Publication	Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
U.S. Department of Education Publication	English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA)
U.S. Department of Education Publication	Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
U.S. Department of Education Publication	English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
U.S. Department of Education Publication	Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
U.S. Department of Education Publication	Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
Website	CSBA District and County Office of Education Legal Services
Website	National Clearinghouse for English Language Acquisition
Website	The Education Trust-West

Website	California Department of Education, English Learners
Website	California Association for Bilingual Education
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0200	Goals For The School District
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
3100	Budget
3100	Budget
4112.22	Staff Teaching English Learners
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5126	Awards For Achievement
5126	Awards For Achievement
5148	Child Care And Development
5148	Child Care And Development
6000	Concepts And Roles
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction

6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6190	<u>Evaluation Of The Instructional Program</u>

Regulation 6174: Education for English Learners

Definitions

An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. ~~English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)~~ who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. (Education Code 306; 20 USC 7801)

~~English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)~~ English language mainstream classroom means a classroom in which students either are native English speakers or already have acquired reasonable fluency in English. (Education Code 306)

~~Structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)~~

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

~~Bilingual education/native-Native speaker of English language instruction means a language acquisition process for students who has learned and used English at home from early childhood and English as been the primary means of concept formation and communication. in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)~~

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

~~Within 30 calendar days of their initial enrollment, Any~~ students who ~~are~~ ~~is~~ identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

~~and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)~~

~~All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)~~

~~Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)~~

~~Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments.~~

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Parental Notification

The ~~district~~ Superintendent or designee shall notify parents/guardians of their child's results on the ~~CELDT~~ summative assessment of the ELPAC within 30 calendar days following receipt of results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15). (5 CCR 11511.5)

~~Before students are enrolled in a program for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)~~

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided ~~Not~~ not later than 30 calendar days after the beginning of the school year, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. ~~each parent/guardian of a student participating in or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency.~~ The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program ~~the student's classification as an English learner~~
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, ~~program for English language development instruction,~~ including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - ~~a.b.~~ The manner in which the program will meet the educational strengths and needs of the student
 - ~~b.c.~~ The manner in which the program will help the student develop ~~his/her~~ English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - ~~e.d.~~ The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners ~~students~~, and the expected rate of graduation from secondary school if applicable
 - ~~d.~~ ~~Title I funds are used for students in secondary schools~~
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards ~~Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program~~
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

5.7. Information designed to assist a parent/guardian in selecting available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

~~At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5CCR 11309)~~

~~A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if one of the following circumstances exists:~~

- ~~1. Student already knows English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower. (Education Code 311(a))~~
- ~~2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))~~
- ~~3. Student with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development (Education Code 311(c))~~

~~The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)~~

~~Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)~~

- ~~1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices~~
- ~~2. A request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and the Superintendent must approve the waiver pursuant to Board of Education guidelines~~

~~Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs.~~

~~Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)~~

~~Other equivalent assessment measures may be used when evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available. These equivalent measures may include local assessments, local standards and teacher evaluations.~~

~~Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)~~

~~Parental exception waivers pursuant to Education Code 311(e) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)~~

~~Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.~~

~~The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(e) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)~~

~~All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)~~

~~Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)~~

~~Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.~~

~~In cases where a parental exception waiver pursuant to Education Code 311(b) or (e) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)~~

~~Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)~~

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
 - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Reclassification/Redesignation

~~The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until the English learners have: (5 CCR 11302)~~

- ~~1. Demonstrated English language proficiency comparable to that of the district's average native English speakers.~~
- ~~2. Recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.~~

Students who are previously designated as English Learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6).

The following procedures measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC:
 - a. ELPAC overall score of 4 (well developed)

- b. Teacher Evaluation including grades from standard based report card and a teacher summary of student progress.
- c. Basic Skills Assessment scores reflecting proficiency including, but not limited to CAASPP and district screeners.

1. _____

~~2. utilizing the California English Language Development Test (CELDT) as the primary criterion, and objective assessment of the student's English reading and writing skills~~

3.2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions **related to the student**

3. Parent/guardian **involvement, including:**~~opinion and consultation.~~

- a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
- b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

— Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

4.

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall **monitor the progress** ~~provide subsequent monitoring and support for reclassified students, including but not limited to monitoring the performance of reclassified students in the core curriculum in comparison with their native English speaking peers, monitoring the rate of reclassification, and to ensuring~~ **ensure correct classification and placement and to determine whether any additional academic support is needed.**

The Superintendent or designee shall ~~develop a process to monitor the effectiveness of the district's program for English learners. The district's program shall be modified as needed to help monitor students~~ **ensure correct classification and placement and to determine whether any additional academic support is needed.**

~~language and academic success for each English learner.~~

Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

~~At the district level when there are more than 50 English learners in the district and at each school with more than 20 English learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)~~

~~Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)~~

The ~~district's English language advisory committee~~ DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. ~~The development of~~ **Developing** a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. ~~The Conducting a~~ **Conducting** a districtwide needs assessment on a school-by-school basis
3. ~~Establishment of~~ **Establishing** a district program, goals and objectives for programs and services for English learners
4. ~~Development of~~ **Developing** a plan to ensure compliance with applicable teacher or aide requirements
5. ~~Administration of~~ **Administering** the annual language census
6. ~~Reviewing of~~ **and commenting** on the district's reclassification procedures
7. ~~Reviewing of~~ **and comments-commenting** on the **required** written **parental** notifications required to be sent to parents/guardians pursuant to 5 CCR 113 00-113 16 ~~required to be sent to parents/guardians pursuant to 5 CCR 113 00-113 16~~

In order to assist ~~advisory members~~ **the advisory committee** in carrying out ~~their~~ **its** responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of

parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP English learner advisory committee.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11300-11316	English learner education
5 CCR 11510-11517.5	California English Language Development Test
5 CCR 11517.6-11519.5	English Language Proficiency Assessments for California
5 CCR 854.1-854.3	CAASPP and universal tools, designated supports, and accommodations
5 CCR 854.9	CAASPP and unlisted resources for students with disabilities
Ed. Code 300-340	English language education for immigrant children
Ed. Code 305-310	Language acquisition programs
Ed. Code 313-313.5	Assessment of English proficiency
Ed. Code 33050	Nonwaivable provisions
Ed. Code 42238.02-42238.03	Local control funding formula
Ed. Code 430-446	English Learner and Immigrant Pupil Federal Conformity Act
Ed. Code 44253.1-44253.11	Qualifications of teachers of English learners
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52160-52178	Bilingual Bicultural Act of 1976
Ed. Code 56305	CDE manual on English learners with disabilities
Ed. Code 60603	Definition, recently arrived English learner
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 62002.5	Continuation of advisory committee after program sunsets
Federal	Description

20 USC 1412	State eligibility
20 USC 1701-1705	Equal Educational Opportunities Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6801-7014	Limited English proficient and immigrant students
20 USC 7801	Definition of English learner
34 CFR 100.3	Discrimination prohibited
34 CFR 200.16	Assessment of English learners
Management Resources	Description
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 40 (2000)
California Department of Education Publication	Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
California Department of Education Publication	Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18
California Department of Education Publication	Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
California Department of Education Publication	California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018
California Department of Education Publication	Common Core State Standards for Mathematics, rev. 2013
California Department of Education Publication	English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
California Department of Education Publication	Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017
California Department of Education Publication	English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve
Court Decision	Valeria O. v. Davis, (2002) 307 F.3d 1036
Court Decision	California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
Court Decision	McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Court Decision	Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698
CSBA Publication	English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. Sep 2016
CSBA Publication	English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
CSBA Publication	English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
CSBA Publication	English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
CSBA Publication	English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
The Education Trust- West Publication	Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
The Education Trust- West Publication	Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
U.S. Department of Education Publication	English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA)
U.S. Department of Education Publication	Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
U.S. Department of Education Publication	English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
U.S. Department of Education Publication	Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
U.S. Department of Education Publication	Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
Website	CSBA District and County Office of Education Legal Services
Website	National Clearinghouse for English Language Acquisition
Website	The Education Trust-West
Website	California Department of Education, English Learners
Website	California Association for Bilingual Education

Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0200	Goals For The School District
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
3100	Budget
3100	Budget
4112.22	Staff Teaching English Learners
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5126	Awards For Achievement
5126	Awards For Achievement
5148	Child Care And Development
5148	Child Care And Development
6000	Concepts And Roles
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6159	Individualized Education Program
6159	Individualized Education Program

6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6170.1	<u>Transitional Kindergarten</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6190	<u>Evaluation Of The Instructional Program</u>

Regulation

Approved: 2/20/2001

Revised: 5/12/2009

Revised: 3/22/2016

Revised:

DATE: November 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICY AND ADMINISTRATIVE REGULATION 0460 LOCAL CONTROL AND ACCOUNTABILITY PLAN

DISCUSSION: Revisions to Board Policy and Administrative Regulation 0460 Local Control and Accountability Plan was presented at the last board meeting on October 18.

Paragraph 6 (SPSA) was reworded based on the Board approved changes to BP 0420 School Plans/Site Council. At the June 7, 2002 board meeting removing the requirement of having all sites complete a School Plan for Student Achievement (SPSA). The SPSA process and accompanying documentation is only required by the State if a site is receiving a very specific type of funding. SRVUSD only has one site that receives this funding, Del Amigo. The Board also approved the recommendation to develop a process that is more suited to our needs and is connected to our strategic directions.

Changes in the administrative regulation removes the Annual Updates section and adds a new section titled Increase or Improvement in Services for Unduplicated Students.

RECOMMENDATION: Administration recommends approval of revisions to Board Policy and Administrative Regulation 0460. Once approved, the SRVUSD board policy manual will be updated.

BUDGET IMPLICATION: None



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

12.16

Item Number

Policy 0460: Local Control and Accountability Plan

The Board of Education desires to ensure the most effective use of available state funding to improve outcomes for all students. A ~~community based~~, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions **which are the district budget and aligned with state and local priorities and to** facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), ~~using~~ **based on** the template ~~provided~~ **adopted** by the State Board of Education (SBE), ~~which that~~ addresses the state priorities specified in Education Code 52060 **and any local priorities adopted by the Board.** ~~The LCAP shall be updated on or before July 1 of each year~~ **The LCAP shall be effective for three years and shall be updated on or before July 1 of each year** and, like the district budget, shall cover **the next fiscal year and two subsequent fiscal years.** (Education Code 52060, 52064; 5 CCR 15494-15497) ~~In addition, the LCAP shall address any local priorities adopted by the Board.~~

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" **or are part of any numerically significant student subgroup that is at risk of or is underperforming.** ~~and other underperforming students.~~

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, **as defined in Education Code 42238.01 and are counted only once** for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

~~To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.~~

~~(cf. 0400 - Comprehensive Plans)~~

~~(cf. 0440 - District Technology Plan)~~

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~(cf. 5030 - Student Wellness)~~

~~(cf. 6171 - Title I Programs)~~

~~(cf. 7110 - Facilities Master Plan)~~

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when they are at least 30 students in the subgroup or at least 15 foster youth or homeless students (Education Code 52052)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by ~~each certain~~ district school(s), when required for participation, pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP ~~or the annual update~~ are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees) (cf. 4140/4240/4340 - Bargaining Units)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish ~~the following committee(s)~~ a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

1. ~~A parent advisory committee including at least one parent/guardian of unduplicated students as defined above~~
2. ~~An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners~~

The Superintendent or designee shall present the LCAP ~~or the annual update~~ to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP ~~or the annual update to the LCAP~~. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP ~~or the annual update~~ shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP ~~or the annual update~~. The public hearing shall be held at the same meeting as the ~~budget~~ public hearing required ~~prior to the adoption of the district budget in accordance with~~ pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP ~~Prior~~ prior to adopting the district budget, but at the same public meeting, ~~the Board shall adopt the LCAP or the annual update~~. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP ~~or the annual update to the LCAP~~, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP ~~or the annual update~~, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, ~~or the annual update~~, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP. (cf. 0500 - Accountability)

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Technical Assistance/Intervention

~~When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)~~

- ~~1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals~~
- ~~2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups~~
- ~~3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074~~

~~In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.~~

~~If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:~~

- ~~1. Revision of the district's LCAP~~
- ~~2. Revision of the district's budget in accordance with changes in the LCAP~~

~~3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement~~

Policy
adopted: March 22, 2016
revised:

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Danville, California

Regulation 0460: Local Control and Accountability Plan

Content of the Plan Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, ~~and~~ foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - (cf. 1312.4 - Williams Uniform Complaint Procedures)
 - (cf. 3517 - Facilities Inspection)
 - (cf. 4112.2 - Certification)
 - (cf. 4113 - Assignment)
 - (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - (cf. 6011 - Academic Standards)
 - (cf. 6174 - Education for English Language Learners)
 - c. Parent/guardian involvement **and family engagement**, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, **and students with disabilities**
 - (cf. 3553 - Free and Reduced Price Meals)
 - (cf. 6020 - Parent Involvement)
 - (cf. 6159 - Individualized Education Program)

(cf. 6173.1 - Education for Foster Youth)

- d. Student achievement, as measured by all of the following as applicable:
- i. Statewide assessments of student achievement
 - ~~ii. Academic Performance Index~~
 - ~~iii.~~ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; ~~or~~ **have successfully completed** career technical education (CTE) sequences or programs of study that ~~satisfy specified requirements and~~ align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; **and have successfully completed both college entrance courses and CTE sequences or programs.**
 - ~~iv.~~iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - ~~v.~~iv. The English learner reclassification rate
 - ~~vi.~~v. The percentage of students who have passed an ~~advanced~~ **Advanced placement** ~~Placement~~ examination with a score of 3 or higher
 - ~~vii.~~vi. The percentage of students who ~~participate in and~~ demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify **and include in the LCAP** the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on ~~a school accountability report card~~ **the California State Dashboard**. (Education Code 52060)

~~(cf. 0510—School Accountability Report Card)~~

Annual Updates

~~On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)~~

~~1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above~~

~~2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment~~

~~3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above~~

~~4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient~~

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall **prominently** post the LCAP and any updates or revisions to the LCAP, **and the LCFF budget overview for parents/guardians** on the **homepage of the** district's web site. (Education Code **52064.1**, 52065)

(cf. 1113 - District and School Web Sites)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools, local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description

20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds, local plans
Management Resources	Description
CA Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0000	Vision
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

1100	Communication With The Public
1113	District And School Web Sites
1113	District And School Web Sites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E PDF(1)	Williams Uniform Complaint Procedures
1312.4-E PDF(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6020	Parent Involvement
6020	Parent Involvement
6141.5	Advanced Placement
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements

6146.1	<u>High School Graduation Requirements</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6162.51	<u>State Academic Achievement Tests</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6171	<u>Title I Programs</u>
6171	<u>Title I Programs</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6174-E PDF(1)	<u>Education For English Learners - Education For English Language Learners</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6190	<u>Evaluation Of The Instructional Program</u>
9310	<u>Board Policies</u>
9320	<u>Meetings And Notices</u>

Original Adopted Date: 05/03/2016

Revised: 10/2019

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: November 15, 2022

**TOPIC: CONSIDERATION OF APPROVAL OF REVISIONS TO BOARD POLICY AND ADMINISTRATIVE
REGULATION 6145.2 ATHLETIC COMPETITION**

DISCUSSION: Revisions to board policy and administrative regulation 6145.2 Athletic Competition were presented at the last board meeting on October 18.

Changes to board policy include adding a sentence to further clarify that only SRVUSD approved official mascots are allowed to be used and verbiage changes relating to discrimination and discriminatory practices. New paragraphs in the health and safety section reference the written emergency action plan and procedures for the automated external defibrillators (AED) and sudden cardiac arrest regulations, and parent/guardian notification of a serious injury or illness suffered by a student athlete.

Changes to administrative regulation 6145.2 include addition of the notice that each public elementary and secondary school that offers competitive athletics must make available participation information regarding the athletics program per Education Code section 221.9.

The Health and Safety section has been renamed and expanded to include additional regulations around concussions and head injuries along with new heat illness, sudden cardiac arrest, and AED regulations.

RECOMMENDATION: Administration recommends approval of revisions to Board Policy and Administrative Regulation 6145.2. Once approved, the SRVUSD board policy manual will be updated.

BUDGET IMPLICATION: None



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

12.17

Item Number

Policy 6145.2: Athletic Competition

The Board of Education recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5030 - Student Wellness)

(cf. 5137 - Positive School Climate)

(cf. 6142.7 - Physical Education and Activity)

(cf. 7110 - Facilities Master Plan)

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

(cf. 1260 - Educational Foundation)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1325 - Advertising and Promotion)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, **including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname. Only SRVUSD approved official mascots are allowed to be used.** The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for males and females, **and that students are permitted to participate in athletic activities consistent with their gender identity.**

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

California Interscholastic Federation

~~The Board maintains membership in the California Interscholastic Federation (CIF) and requires that interscholastic athletic activities be conducted.~~ Any district school that participates in the California Interscholastic Federation (CIF) shall conduct its athletic activities in accordance with ~~Board policy, administrative regulations, and~~ CIF bylaws and rules and any applicable district policy and regulation.

The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

~~Upon recommendation of the Superintendent, the~~ The Board shall annually designate ~~an employee a representative from each high school to serve as a representative to the local CIF league from each school that participates in CIF sports.~~ Appointees shall represent the district in performing all duties required by the CIF league. ~~In making this selection, the Board shall consider the employee's~~ The Superintendent or designee shall recommend a candidate for the position who demonstrates an understanding of the district's goals for student learning and interscholastic ~~and extracurricular~~ activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and ~~individual~~ interpersonal communication and leadership skills.

~~The Superintendent or designee shall ensure that the district representatives to CIF~~ The designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and report regularly to the Board on league, section, and statewide issues, ~~as well as activities and prospective actions~~ related to athletic programs.

(cf. 0500 - Accountability)

Student Eligibility

Eligibility requirements for **student** participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement and residency, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)
 (cf. 5111.1 - District Residency)
 (cf. 5121 - Grades/Evaluation of Student Achievement)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6146.1 - High School Graduation Requirements)
 (cf. 6162.52 - High School Exit Examination)
 (cf. 6173.1 - Education for Foster Youth)
 (cf. 6173.2 - Education of Children of Military Families)

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program, **including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.**

(cf. 3260 - Fees and Charges)

Sportsmanship

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of **Conduct Ethics** adopted by CIF.

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 - Disruptions)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Student Disturbances)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)

(cf. 5131.63 - Steroids)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

(cf. 5141.7 - Sun Safety)

(cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

(cf. 5142 - Safety)

The Superintendent or designee shall develop a written emergency action plan that describes the location of automated external defibrillator(s) and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities or events. The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (Education Code 35179.4)

In the event ~~that an~~ of a serious injury or a perceived imminent risk to a student's health during or immediately after an athletic activity ~~occurs~~, the coach or any other ~~appropriate~~ district employee who is present, shall remove the student athlete from the activity, ~~shall~~ observe universal precautions in handling blood or other bodily fluid, ~~and shall remove the student athlete from the activity~~ and/or seek medical treatment for the student as appropriate.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

Whenever a serious injury or illness is suffered by a student athlete, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury or illness suffered by the student and any actions taken to treat the student.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 4920-4922	Nondiscrimination in intramural, interscholastic, and club activities
5 CCR 5531	Supervision of extracurricular activities of pupils
5 CCR 5590-5596	Duties of temporary athletic team coaches
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 17578	Cleaning and sterilizing of football equipment
Ed. Code 17580-17581	Football equipment
Ed. Code 32220-32224	Insurance for athletic teams
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 33353-33353.5	California Interscholastic Federation; implementation of policies, insurance program
Ed. Code 33354	California Department of Education authority over interscholastic athletics
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Intradistrict open enrollment
Ed. Code 35179	Interscholastic athletics; associations or consortia

Ed. Code 35179.1	California High School Coaching Education and Training Program
Ed. Code 35179.4	Emergency action plan
Ed. Code 35179.5	Interscholastic athletics; limitation on full-contact practices
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48930-48938	Student organizations
Ed. Code 49010-49013	Student fees
Ed. Code 49020-49023	Athletic programs; legislative intent, equal opportunity
Ed. Code 49030-49034	Performance enhancing substances
Ed. Code 49458	Health examinations, interscholastic athletic program
Ed. Code 49475	Health and safety; concussions and head injuries
Ed. Code 49700-49701	Education of children of military families
Ed. Code 51242	Exemption from physical education for athletic program participants
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Pen. Code 245.6	Hazing
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.31	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.41	Nondiscrimination in athletic programs
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013
California Interscholastic Federation Publication	Pursuing Victory with Honor, 1999
California Interscholastic Federation Publication	Keep Their Heart in the Game: A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians
California Interscholastic Federation Publication	Event Emergency Guidelines, 2013

California Interscholastic Federation Publication	California Interscholastic Federation Constitution and Bylaws
California Interscholastic Federation Publication	Guidelines for Gender Identity Participation
California Interscholastic Federation Publication	Athletic Department Emergency Action Plan: Response Teams
California Interscholastic Federation Publication	A Guide to Equity in Athletics
Centers for Disease Control&Prevention Publication	Acute Concussion Evaluation (ACE) Care Plan, 2006
Centers for Disease Control&Prevention Publication	Heads Up: Concussion in High School Sports, Tool Kit, June 2010
Centers for Disease Control&Prevention Publication	Heads Up: Concussion in Youth Sports, Tool Kit, July 2007
Court Decision	Hartzell v. Connell, (1984) 35 Cal. 3d 899
Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal. 4th 990
Court Decision	Mansourian v. Regents of University of California, (2010) 602 F. 3d 957
Court Decision	McCormick v. School District of Mamaroneck, (2004) 370 F.3d 275
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017
National Federation of StateHighSchool Association	Emergency Action Planning Guide for After-School Practices and Events
U.S. DOE Office for Civil Rights Publication	Withdrawal of Dear Colleague Letter on Transgender Students, Dear Colleague Letter, February 22, 2017
U.S. DOE Office for Civil Rights Publication	Intercollegiate Athletics Policy Clarification: The Three-Part Test - Part Three, Dear Colleague Letter, April 20, 2010
Website	CSBA District and County Office of Education Legal Services
Website	California Interscholastic Federation
Website	Centers for Disease Control and Prevention, Concussion Resources
Website	National Federation of State High School Associations
Website	National Operating Committee on Standards for Athletic Equipment
Website	U.S. Anti-Doping Agency
Website	U.S. Department of Education, Office for Civil Rights
Website	California Department of Education

Website

[CSBA](#)**Cross References**

Code	Description
0410	Nondiscrimination In District Programs And Activities
1113	District And School Web Sites
1113	District And School Web Sites
1230	School-Connected Organizations
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1321	Solicitation Of Funds From And By Students
1330.1	Joint Use Agreements
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3514	Environmental Safety
3514	Environmental Safety
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3541.1	Transportation For School-Related Trips
3541.1	Transportation For School-Related Trips
3580	District Records
3580	District Records
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.43	Universal Precautions
4127	Temporary Athletic Team Coaches
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.43	Universal Precautions

4227	<u>Temporary Athletic Team Coaches</u>
4319.42	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4319.43	<u>Universal Precautions</u>
4327	<u>Temporary Athletic Team Coaches</u>
5030	<u>Student Wellness</u>
5111.1	<u>District Residency</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5131	<u>Conduct</u>
5131	<u>Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.63	<u>Steroids</u>
5137	<u>Positive School Climate</u>
5141	<u>Health Care And Emergencies</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.3	<u>Health Examinations</u>
5141.3	<u>Health Examinations</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>

5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With Disabilities)</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.7	<u>Sexual Harassment</u>
6142.7	<u>Physical Education And Activity</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>

Policy

Adopted: 1/17/95

Revised: 10/7/03

Revised: 3/22/16

Revised:

Regulation 6145.2: Athletic Competition

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived ~~sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis~~ characteristic specified in law. (Education Code 220, 221.5, 230 5 CCR 4920, 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with ~~his/her~~the student's gender identity, ~~and for which he/she is otherwise eligible to participate,~~irrespective of the gender listed on the student's records, ~~for which the student is otherwise eligible to participate.~~ (Education Code 221.5).

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

~~The Superintendent or designee shall ensure that When determining whether~~ equivalent opportunities are available to both sexes in athletic programs, ~~the Superintendent or designee shall~~ by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the selection of sports and levels of competition ~~offered~~effectively accommodate the interests and abilities of both sexes

The athletic program ~~shall be considered~~may be found to effectively accommodate the interests and abilities of both sexes ~~if it meets~~using any one of the following ~~criteria~~tests: (Education Code 230)

- a. ~~Whether~~the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.
- b. ~~When~~Where the members of one sex have been and are underrepresented among interscholastic athletes, ~~whether~~ the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.

- c. When the members of one sex are **currently** underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, **whether** the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.
2. The provision and maintenance of equipment and supplies
 3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
 4. Travel and per diem allowances
 5. Opportunities to receive coaching and academic tutoring
 6. Assignment and compensation of coaches and tutors
 7. Provision of locker rooms and practice and competitive facilities
 8. Provision of medical and training facilities and services
 9. Provision of housing and dining facilities and services
 10. Publicity
 11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

Concussions and Head Injuries ~~Health and Safety~~

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's ~~initiates~~ **initiating** practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)

~~The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.~~

The Superintendent or designee shall provide training to coaches, ~~and/or~~ athletic trainers, ~~and/or~~ school nurses regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the student sustained a concussion or a head injury, the student shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian

shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, the student may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until the student is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Parental Additional Notifications

Before a student participates in practice or competition as part of interscholastic athletic activities, the Superintendent or designee shall, in addition to providing the students and their parents/guardians with the notices described above, send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator
(cf. 1312.3 - Uniform Complaint Procedures)

2. Includes a copy of the ~~students' Title IX rights pursuant to Education Code 221.8 Athletes' Bill of Rights pursuant to Education Code 271~~
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare
(cf. 3530 - Risk Management/Insurance)
4. Provides information about insurance protection pursuant to Education Code 32221.5
(cf. 5143 - Insurance)
5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions
(cf. 3541.1 - Transportation for School-Related Trips)
6. States the ~~Board of Education's~~district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
7. Includes a copy of the local California Interscholastic Federation (CIF) league rules
8. Includes information about the CIF bylaw and district policy requiring any student athlete and ~~his/her~~the student's parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, and will not use prohibited ~~or~~ dietary supplements that include substances banned by the U.S. Anti-Doping Agency
(cf. 5131.63 - Steroids)
9. Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476. The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 4920-4922	Nondiscrimination in intramural, interscholastic, and club activities

5 CCR 5531	Supervision of extracurricular activities of pupils
5 CCR 5590-5596	Duties of temporary athletic team coaches
Ed. Code 200-262.4	<u>Prohibition of discrimination</u>
Ed. Code 17578	Cleaning and sterilizing of football equipment
Ed. Code 17580-17581	Football equipment
Ed. Code 32220-32224	Insurance for athletic teams
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 33353-33353.5	California Interscholastic Federation; implementation of policies, insurance program
Ed. Code 33354	California Department of Education authority over interscholastic athletics
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Intradistrict open enrollment
Ed. Code 35179	Interscholastic athletics; associations or consortia
Ed. Code 35179.1	California High School Coaching Education and Training Program
Ed. Code 35179.4	Emergency action plan
Ed. Code 35179.5	Interscholastic athletics; limitation on full-contact practices
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48930-48938	Student organizations
Ed. Code 49010-49013	Student fees
Ed. Code 49020-49023	Athletic programs; legislative intent, equal opportunity
Ed. Code 49030-49034	Performance enhancing substances
Ed. Code 49458	Health examinations, interscholastic athletic program
Ed. Code 49475	Health and safety; concussions and head injuries
Ed. Code 49700-49701	Education of children of military families

Ed. Code 51242	Exemption from physical education for athletic program participants
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Pen. Code 245.6	Hazing
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.31	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.41	Nondiscrimination in athletic programs
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013
California Interscholastic Federation Publication	Pursuing Victory with Honor, 1999
California Interscholastic Federation Publication	Keep Their Heart in the Game: A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians
California Interscholastic Federation Publication	Event Emergency Guidelines, 2013
California Interscholastic Federation Publication	California Interscholastic Federation Constitution and Bylaws
California Interscholastic Federation Publication	Guidelines for Gender Identity Participation
California Interscholastic Federation Publication	Athletic Department Emergency Action Plan: Response Teams
California Interscholastic Federation Publication	A Guide to Equity in Athletics
Centers for Disease Control&Prevention Publication	Acute Concussion Evaluation (ACE) Care Plan, 2006
Centers for Disease Control&Prevention Publication	Heads Up: Concussion in High School Sports, Tool Kit, June 2010
Centers for Disease Control&Prevention Publication	Heads Up: Concussion in Youth Sports, Tool Kit, July 2007
Court Decision	Hartzell v. Connell, (1984) 35 Cal. 3d 899

Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal. 4th 990
Court Decision	Mansourian v. Regents of University of California, (2010) 602 F. 3d 957
Court Decision	McCormick v. School District of Mamaroneck, (2004) 370 F.3d 275
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017
National Federation of StateHighSchool Association	Emergency Action Planning Guide for After-School Practices and Events
U.S. DOE Office for Civil Rights Publication	Withdrawal of Dear Colleague Letter on Transgender Students, Dear Colleague Letter, February 22, 2017
U.S. DOE Office for Civil Rights Publication	Intercollegiate Athletics Policy Clarification: The Three-Part Test - Part Three, Dear Colleague Letter, April 20, 2010
Website	CSBA District and County Office of Education Legal Services
Website	California Interscholastic Federation
Website	Centers for Disease Control and Prevention, Concussion Resources
Website	National Federation of State High School Associations
Website	National Operating Committee on Standards for Athletic Equipment
Website	U.S. Anti-Doping Agency
Website	U.S. Department of Education, Office for Civil Rights
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1113	District And School Web Sites
1113	District And School Web Sites

1230	<u>School-Connected Organizations</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E PDF(1)	<u>Uniform Complaint Procedures</u>
1321	<u>Solicitation Of Funds From And By Students</u>
1330.1	<u>Joint Use Agreements</u>
1700	<u>Relations Between Private Industry And The Schools</u>
3260	<u>Fees And Charges</u>
3260	<u>Fees And Charges</u>
3452	<u>Student Activity Funds</u>
3514	<u>Environmental Safety</u>
3514	<u>Environmental Safety</u>
3530	<u>Risk Management/Insurance</u>
3530	<u>Risk Management/Insurance</u>
3541.1	<u>Transportation For School-Related Trips</u>
3541.1	<u>Transportation For School-Related Trips</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4119.42	<u>Exposure Control Plan For Bloodborne Pathogens</u>
4119.43	<u>Universal Precautions</u>
4127	<u>Temporary Athletic Team Coaches</u>
4219.42	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4219.43	<u>Universal Precautions</u>
4227	<u>Temporary Athletic Team Coaches</u>
4319.42	<u>Exposure Control Plan for Bloodborne Pathogens</u>
4319.43	<u>Universal Precautions</u>
4327	<u>Temporary Athletic Team Coaches</u>
5030	<u>Student Wellness</u>
5111.1	<u>District Residency</u>

5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5131	<u>Conduct</u>
5131	<u>Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.63	<u>Steroids</u>
5137	<u>Positive School Climate</u>
5141	<u>Health Care And Emergencies</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.3	<u>Health Examinations</u>
5141.3	<u>Health Examinations</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With Disabilities)</u>
5145.3	<u>Nondiscrimination/Harassment</u>

5145.3	<u>Nondiscrimination/Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.7	<u>Sexual Harassment</u>
6142.7	<u>Physical Education And Activity</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6173	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>

Regulation

approved: January 17, 1995

revised: March 17, 1998

revised: March 22, 2016

revised:

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF APPROVAL OF BID AWARD FOR CHARLOTTE WOOD MIDDLE SCHOOL SECURITY FENCE AND GATE PROJECT – GOLDEN BAY FENCE PLUS IRON WORKS, INC.

DISCUSSION: On October 27, 2022 the District received and publicly opened bids for the Charlotte Wood Middle School Security Fence and Gate project. The bid results are listed below.

BID #888				
Contractor	Base Bid	Allowance	10% Contingency	Total Not to Exceed
Golden Bay Fence Plus Iron Works, Inc.	\$103,688	\$10,000	\$10,369	\$124,057
JCB Fence, Inc.	\$106,500			
AAA Fence Company, Inc.	\$111,786			
Arktos Incorporated	\$146,500			


RECOMMENDATION: Staff recommends the Board approve the following bid award.

- Golden Bay Fence Plus Iron Works, Inc., for a total not-to-exceed amount of \$ 124,057


BUDGET IMPLICATIONS: As shown above – Measure D Fund



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.18
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 41/22-23, NOTICE OF COMPLETION FOR CALIFORNIA HIGH SCHOOL, MONTE VISTA HIGH SCHOOL AND SAN RAMON VALLEY HIGH SCHOOL SYNTHETIC TURF REPLACEMENT – FIELD TURF USA, INC.

DISCUSSION: Upon full completion of a construction contract, the Board of Education adopts a Resolution of Acceptance which accepts the work of the contract as complete and authorizes District staff to record a Notice of Completion.

Contract for California High School, Monte Vista High School and San Ramon Valley High School Synthetic Turf Replacement project is fully completed and may be accepted by the Board, as follows:

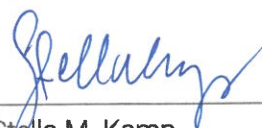
- Field Turf USA, Inc., completed on August 15, 2022

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 41/22-23, contract for California High School, Monte Vista High School and San Ramon Valley High School Synthetic Turf Replacement project.

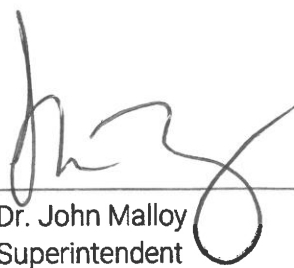
BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.19
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 41/22-23

IN SUPPORT OF THE NOTICE COMPLETION FOR CALIFORNIA HIGH SCHOOL, MONTE VISTA HIGH SCHOOL AND SAN RAMON VALLEY HIGH SCHOOL SYNTHETIC TURF REPLACEMENT – FIELD TURF USA, INC.

NOTICE OF ACCEPTANCE

WHEREAS, the above entitled School District contracted with contractor for said Project:

- Field Turf USA, Inc., located at 7445 Cote-de-Liesse Road, Suite 200, Montreal, QC, for California High School, Monte Vista High School and San Ramon Valley High School Synthetic Turf Replacement project awarded on March 30, 2021;

WHEREAS, the nature of the District's interest in the California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526 and San Ramon Valley High School, 501 Danville Blvd., Danville, CA 94526, Synthetic Turf Replacement project, ("real property") is Fee Interest; and

WHEREAS, it has been certified to this Board of Education that said contractor has fully completed their work, including all obligations under their contract, and same has been inspected and it complied with the approved plans and specifications, as of the following date:

- Field Turf USA, Inc., completed on August 15, 2022
-

PASSED AND ADOPTED by the following called vote this 15th day of November, 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 14, 2022, the Contract #2355/21 – California High School, Monte Vista High School and San Ramon Valley High School Synthetic Turf Replacement Project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583, 3131 Stone Valley Road, Danville, CA 94526 and 501 Danville Blvd., Danville, CA 94526, (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526 and San Ramon Valley High School, 501 Danville Blvd., Danville, CA 94526.

The above Contract was performed by Field Turf USA, Inc., located at 7445 Cote-de-Liesse Road, Suite 200, Montreal, QC, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526 and San Ramon Valley High School, 501 Danville Blvd., Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of the removal and replacement of the synthetic turf, including subsurface drainage improvements.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 42/22-23, NOTICES OF COMPLETION
FOR MONTE VISTA HIGH SCHOOL SWIMMING POOL RENOVATION PROJECT**

DISCUSSION: Upon full completion of a construction contract, the Board of Education adopts a Resolution of Acceptance, which accepts the work of the contract as complete and authorizes District staff to record a Notice of Completion.

Contracts for Monte Vista High School Swimming Pool Renovation project are fully complete and may be accepted by the Board, as follows:

- 3 Independent Electric Supply, Inc., completed on March 1, 2022
 - Industrial Motor Control Solutions, completed on June 15, 2022
 - MBS Engineering, completed on June 25, 2022
 - Nor-Cal Moving Services, completed on September 15, 2022
 - Opening Technologies, Inc., completed on September 15, 2022
 - Precision Directional Boring, Inc., completed on June 15, 2022
 - Western Water Features, Inc., completed on August 15, 2022
-

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 42/22-23, Notices of Completion for Monte Vista High School Swimming Pool Renovation project.


BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.20
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 42/22-23

IN SUPPORT OF THE NOTICES OF COMPLETION FOR MONTE VISTA HIGH SCHOOL SWIMMING POOL RENOVATION PROJECT

NOTICE OF ACCEPTANCE

WHEREAS, the above entitled School District contracted with contractor for said Project:

- 3 Independent Electric Supply, Inc., 2500 Bisso Lane, Suite 100A, Concord, CA 94520, supplied new light poles for the parking lot lighting at the pool, awarded on November 30, 2021;
- Industrial Motor Control Solutions, 127 Edythe St., Livermore, CA 94550, installation of new parking lot lighting including new conductors and pole foundations, awarded on March 30, 2022;
- MBS Engineering, 12855 Alcosta Blvd., San Ramon, CA 94583, removing and replacing gas service at the pool to accommodate new gas pool heater demands, awarded on June 21, 2022;
- Nor-Cal Moving Services, 3129 Corporate Place, Hayward, CA 94545, providing moving services to move pool equipment to accommodate construction of the pool, awarded on August 10, 2021;
- Opening Technologies, Inc., 2050 Commerce Ave., Concord, CA 94520, installing electronic key pads at various doors to secure access to the swimming pool, awarded on July 19, 2022;
- Precision Directional Boring, Inc., 742 Arnold Drive, Suite C, Martinez, CA 94553, installation of the underground conduit across the parking lot, awarded on March 29, 2022;
- Western Water Features, Inc., 5088 Hillside Circle, El Dorado Hills, CA 95762, removing and replacing the swimming pool, adding new Musco lighting, shade canopies, fencing upgrades and ADA restroom improvements, awarded on June 1, 2021;

WHEREAS, the nature of the District's interest in the new swimming pool project at Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, ("real property") is Fee Interest; and

WHEREAS, it has been certified to this Board of Education that said contractors have fully completed their work, including all obligations under their contracts, and same has been inspected and it complied with the approved plans and specifications, as of the following dates:

- 3 Independent Electric Supply, Inc., completed March 1, 2022;
- Industrial Motor Control Solutions, completed on June 15, 2022;
- MBS Engineering, completed on June 25, 2022;

Resolution #42/22-23

Page 2

- Nor-Cal Moving Services, completed on September 15, 2022;
- Opening Technologies, Inc., completed on September 15, 2022;
- Precision Directional Boring, Inc., completed on June 15, 2022;
- Western Water Features, Inc., completed on August 15, 2022; and

NOW, THEREFORE, BE IT RESOLVED: that the work of said contracts are accepted as complete by this Board, and the Board authorizes District staff to record the Notices of Completion attached to this resolution.

PASSED AND ADOPTED by the following called vote this 15th day of November, 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on April 30, 2022, the Contract PO# 2-03852 – Monte Vista High School Swimming Pool Renovation Project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by 3 Independent Electric Supply, Inc., located at 2500 Bisso Lane, Suite 100A, Concord, CA 94520, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of the renovation of the swimming pool. 3 Independent Electric Supply, Inc., supplied new light poles for the parking lot lighting at the pool project.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on August 14, 2022, the Contract PO# 2-06337 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by Industrial Motor Control Solutions, located at 127 Edythe St., Livermore, CA 94550, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of the installation of new parking lot lighting including new conductors and pole foundations.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on August 24, 2022 the Contract PO# 2-07513 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526, (“the Property”). That date was the 60th continuous day without labor on the contract. That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by MBS Engineering, located at 12855 Alcosta Blvd., San Ramon, CA 94583, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of removing and replacing gas service at Monte Vista High School pool to accommodate new gas pool heater demands.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Rence Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 14, 2022, the Contract PO# 2-01192 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by Nor-Cal Moving Services, located at 3129 Corporate Place, Hayward, CA 94545 (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94545, owner in fee simple of the Property.

The work of improvement generally consisted of providing moving services to move pool equipment to accommodate construction of the Monte Vista High School pool project.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 14, 2022, the Contract PO# 3-00683 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by Opening Technologies, Inc., located at 2050 Commerce Ave., Concord, CA 94520 (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of installing electronic key pads at various doors to secure access to the swimming pool at Monte Vista High School.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on August 14, 2022, the Contract PO# 2-06318 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by Precision Directional Boring, Inc., located at 742 Arnold Drive, Suite C, Martinez, CA 94553 (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of providing installation of the underground conduit across the parking lot.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 14, 2022, the Contract #2357/21 – Monte Vista High School Swimming Pool Renovation project (“the Contract”) performed at 3131 Stone Valley Road, Danville, CA 94526 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526.

The above Contract was performed by Western Water Features, Inc., located at 5088 Hillsdale Circle, El Dorado Hills, CA 95762, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Monte Vista High School, 3131 Stone Valley Road, Danville, CA 94526, owner in fee simple of the Property.

The work of improvement generally consisted of removing and replacing the swimming pool, adding new Musco lighting, shade canopies, fencing upgrades and ADA restroom improvements.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 43/22-23, NOTICES OF COMPLETION FOR CALIFORNIA HIGH SCHOOL GROWTH IMPROVEMENTS

DISCUSSION: Upon full completion of a construction contract, the Board of Education adopts a Resolution of Acceptance, which accepts the work of the contract as complete and authorizes District staff to record a Notice of Completion.

Contracts for California High School Growth Improvements project are fully complete and may be accepted by the Board, as follows:

- Cloud Electric, completed on August 15, 2021
 - Mobile Modular Management Corp., completed on August 15, 2021
 - Silicon Valley Paving Inc., completed on September 30, 2021
 - Cloud Electric, completed on September 30, 2021
 - Cloud Electric, completed on August 31, 2021
-

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 43/22-23, Notices of Completion for California High School Growth Improvements project.

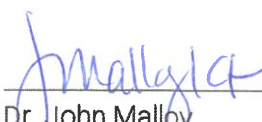
BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 43/22-23

IN SUPPORT OF THE NOTICE OF COMPLETION FOR CALIFORNIA HIGH SCHOOL GROWTH IMPROVEMENTS

NOTICE OF ACCEPTANCE

WHEREAS, the above entitled School District contracted with contractor for said Project:

- Cloud Electric, 618 W. 10th Street, Antioch, CA 94509, installation of electrical power for the copy room, awarded on July 6, 2020;
- Mobile Modular Management Corp., 5700 Las Positas Road, Livermore, CA 94551, delivery and set-up of leased portable classrooms, awarded on April 27, 2021;
- Silcon Valley Paving Inc., P.O. Box 26558, San Jose, CA 95159, providing ADA asphalt pathways and ramps for the portable project, awarded on August 18, 2021;
- Cloud Electric, 618 W. 10th Street, Antioch, CA 94509, electrical service for the portable classrooms, including underground switch infrastructure and switchgear modifications, awarded on July 26, 2021;
- Cloud Electric, 618 W. 10th Street, Antioch, CA 94509, new data lines and computer outlets for the portable classrooms, awarded on August 5, 2021;

WHEREAS, the nature of the District's interest in the growth improvements project at California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, ("real property") is Fee Interest; and

WHEREAS, it has been certified to this Board of Education that said contractors have fully completed their work, including all obligations under their contracts, and same has been inspected and it complied with the approved plans and specifications, as of the following dates:

- Cloud Electric, completed on August 15, 2021;
- Mobile Modular Management Corp., completed on August 15, 2021;
- Silcon Valley Paving Inc., completed on September 30, 2021;
- Cloud Electric, completed on September 30, 2021;
- Cloud Electric, completed on August 31, 2021; and

Resolution #43/22-23

Page 2

NOW, THEREFORE, BE IT RESOLVED: that the work of said contracts are accepted as complete by this Board, and the Board authorizes District staff to record the Notices of Completion attached to this resolution.

PASSED AND ADOPTED by the following called vote this 15th day of November, 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 14, 2021, the Contract #1-00298 – California High School Growth Improvement project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). The date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Cloud Electric, located at 618 W. 10th Street, Antioch, CA 94509, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of the installation of electrical power for the copy room.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 14, 2021, the Contract PO# 1-04305 – California High School Growth Improvements Project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). That date was the 60th continuous day without labor on the contract. That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Mobile Modular Management Corp., located at 5700 Las Positas Road, Livermore, CA 94551, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing delivery and set-up of leased portable classrooms.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 29, 2021 the Contract PO# 2-01437 – California High School Growth Improvement project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Silcon Valley Paving, located at P.O. Box 26558, San Jose, CA 95159, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing ADA asphalt pathways and ramps for the portable project.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 29, 2021, the Contract PO# 2-00859 – California High School Growth Improvement project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Cloud Electric, located at 618 W. 10th Street, Antioch, CA 94509, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing electrical service for the portable classrooms, including underground switch infrastructure and switchgear modifications

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 30, 2021, the Contract PO# 2-01080 – California High School Growth Improvement project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Cloud Electric, located at 618 W. 10th Street, Antioch, CA 94509, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing new data lines and computer outlets for the portable classrooms.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 44/22-23, NOTICE OF COMPLETION FOR STONE VALLEY MIDDLE SCHOOL OLD MULTI-PURPOSE BUILDING DEMOLITION – CVE DEMOLITION

DISCUSSION: Upon full completion of a construction contract, the Board of Education adopts a Resolution of Acceptance which accepts the work of the contract as complete and authorizes District staff to record a Notice of Completion.

Contract for Stone Valley Middle School Old Multi-Purpose Building Demolition project is fully completed and may be accepted by the Board, as follows:

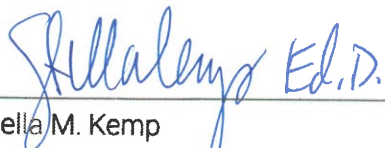
- CVE Demolition, completed on August 31, 2022

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 44/22-23, Notice of Completion for contract for Stone Valley Middle School Old Multi-Purpose Building Demolition project.

BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.22
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 44/22-23

IN SUPPORT OF THE NOTICE OF COMPLETION FOR STONE VALLEY MIDDLE SCHOOL OLD MULTI-PURPOSE BUILDING DEMOLITION – CVE DEMOLITION

NOTICE OF ACCEPTANCE

WHEREAS, the above entitled School District contracted with contractor for said Project:

- CVE Demolition, 4263 N. Selland Ave., Fresno, CA 93722, for Stone Valley Middle School Old Multi-Purpose Building Demolition, awarded on August 10, 2022;

WHEREAS, the nature of the District's interest in the demolition of the old multi-purpose building at Stone Valley Middle School, 3001 Miranda Ave., Alamo, CA 94507, ("real property") is Fee Interest; and

WHEREAS, it has been certified to this Board of Education that said contractor has fully completed their work, including all obligations under their contract, and same has been inspected and it complied with the approved plans and specifications, as of the following date:

- CVE Demolition completed on August 31, 2022
-

PASSED AND ADOPTED by the following called vote this 15th day of November, 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 30, 2022, the Contract PO# 3-01262 – Stone Valley Middle School Old Multi-Purpose Building Demolition project (“the Contract”) performed at 3001 Miranda Ave., Alamo, CA 94507 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: Stone Valley Middle School, 3001 Miranda Ave., Alamo, CA 94507.

The above Contract was performed by CVE Demolition, located at 35500 S. Welty Road, Vernalis, CA 95385 (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, Stone Valley Middle School, 3001 Miranda Ave., Alamo, CA 94507, owner in fee simple of the Property.

The work of improvement generally consisted of the demolition of the old multi-purpose building.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

DATE: NOVEMBER 15, 2022

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 45/22-23, NOTICE OF COMPLETION
FOR CALIFORNIA HIGH SCHOOL KITCHEN RENOVATION**

DISCUSSION: Upon full completion of a construction contract, the Board of Education adopts a Resolution of Acceptance, which accepts the work of the contract as complete and authorizes District staff to record a Notice of Completion.

Contracts for California High School Kitchen Renovation project are fully complete and may be accepted by the Board, as follows:

- Cloud Electric completed on September 15, 2022
 - Industrial Motor Control Solutions, completed on September 15, 2022
 - Nor-Cal Moving Services, completed on September 1, 2022
 - Park Planet, completed on June 15, 2022
 - Industrial Motor Control Solutions, completed on September 30, 2022
-

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 45/22-23, Notices of Completion's for California High School Kitchen Renovation project.

BUDGET IMPLICATIONS: None



Erin Hirst
Director, Facilities Development



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.23
Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville
925-552-5500 www.srvusd.net

RESOLUTION NO. : 45/22-23

IN SUPPORT OF THE NOTICE OF COMPLETION FOR CALIFORNIA HIGH SCHOOL KITCHEN RENOVATION

NOTICE OF ACCEPTANCE

WHEREAS, the above entitled School District contracted with contractor for said Project:

- Cloud Electric, 618 W. 10th Street, Antioch, CA 94531, providing low voltage connection for computers and clock speakers, awarded on September 9, 2022;
- Industrial Motor Control Solutions, 127 Edythe St., Livermore, CA 94550, installation of temporary electrical for the interim kitchen equipment, awarded on July 20, 2021;
- Nor-Cal Moving Services, 3129 Corporate Place, Hayward, CA 94545, providing move-out and move-in services in preparation for the kitchen renovation project, awarded on May 25, 2021;
- Park Planet, 1415 Elm Street, Red Bluff, CA 96080, installation of a canopy cover over the loading dock, awarded on April 6, 2021;
- Industrial Motor Control Solutions, 127 Edythe St., Livermore, CA 94550, providing electrical power for the new kitchen equipment, awarded on July 28, 2021;

WHEREAS, the nature of the District's interest in the kitchen renovation project at California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, ("real property") is Fee Interest; and

WHEREAS, it has been certified to this Board of Education that said contractors have fully completed their work, including all obligations under their contracts, and same has been inspected and it complied with the approved plans and specifications, as of the following dates:

- Cloud Electric completed on September 15, 2022
- Industrial Motor Control Solutions, completed on September 15, 2022
- Nor-Cal Moving Services, completed on September 1, 2022
- Park Planet, completed on June 15, 2022;
- Industrial Motor Control Solutions, completed on September 30, 2022; and

Resolution #45/22-23

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NOW, THEREFORE, BE IT RESOLVED: that the work of said contracts are accepted as complete by this Board, and the Board authorizes District staff to record the Notices of Completion attached to this resolution.

PASSED AND ADOPTED by the following called vote this 15th day of November, 2022.

BUDGET IMPLICATION: None

AYES:

NOES:

ABSENT:

ABSTAINED:

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

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 14, 2022, the Contract PO# 3-02350 – California High School Kitchen Renovation project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583 (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Cloud Electric, located at 618 W. 10th Street, Antioch, CA 94531, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing low voltage connection for computers and clock speakers.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 14, 2022, the Contract PO #2-00788 -- California High School Kitchen Renovation project ("the Contract") performed at 9870 Broadmoor Drive, San Ramon, CA 94583, ("the Property"). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Industrial Motor Control Solutions, located at 127 Edythe St., Livermore, CA 94550, ("Contractor") pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of the installation of temporary electrical for the interim kitchen equipment.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on October 31, 2022, the Contract PO #1-04699 – California High School Kitchen Renovation project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583, (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Nor-Cal Moving Services, located at 3129 Corporate Place, Hayward, CA 94545, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing move-out and move-in services in preparation for the kitchen renovation project

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on August 14, 2022, the Contract #1-04446 – California High School Kitchen Renovation project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583, (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Park Planet, located at, 415 Elm St., Red Bluff, CA 96080, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of the installation of a canopy cover over the loading dock.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

PLEASE COMPLETE THIS INFORMATION

RECORDING REQUESTED BY:

Erin Hirst, Director, Facilities Development
SRVUSD
3280 Crow Canyon Road,
San Ramon, CA 94583

WHEN RECORDED MAIL TO:

Renee Kanalakis
SRVUSD, Facilities
3280 Crow Canyon Rd.
San Ramon, CA 94583

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN of completion (per Civil Code §9200) on November 29, 2022, the Contract PO #2-03767 – California High School Kitchen Renovation project (“the Contract”) performed at 9870 Broadmoor Drive, San Ramon, CA 94583, (“the Property”). That date was the 60th continuous day without labor on the contract.

The Property is more particularly described as follows: California High School, 9870 Broadmoor Drive, San Ramon, CA 94583.

The above Contract was performed by Industrial Motor Control Solutions, located at 127 Edythe St., Livermore, CA 94550, (“Contractor”) pursuant to its agreement with the San Ramon Valley Unified School District, California High School, 9870 Broadmoor Drive, San Ramon, CA 94583, owner in fee simple of the Property.

The work of improvement generally consisted of providing electrical power for the new kitchen equipment.

VERIFICATION

I, the undersigned, declare that I am the Superintendent of the San Ramon Valley Unified School District, and that I have read the foregoing notice and know its contents, and that the same is true to the best of my knowledge and belief.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed at 699 Old Orchard Drive, Danville, California, this 15th day of November, 2022.

By: _____
Dr. John Malloy
Superintendent
San Ramon Valley Unified School District

DATE: November 15, 2022

TOPIC: CONSIDERATION OF REJECTION OF CLAIM #614067 AGAINST THE DISTRICT

DISCUSSION: The District has received a claim for damages. Our insurance administrator recommends rejection of this claim.

A rejection of a claim against the district is not a denial of the claim. This action simply sets the statute of limitations to six months from the date the notification is mailed for either resolution of the claim or the claimant must file a petition with the court before the six month expiration.

RECOMMENDATION: Staff recommends that the Board of Education reject this claim.

BUDGET IMPLICATION: N/A



Dr. Stella M. Kemp
Assistant Superintendent, Business Operations



Dr. John Malloy
Superintendent

12.24

Item Number