

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



BOARD OF EDUCATION MEETING AGENDA
June 1, 2021

San Ramon Valley High School Theater
501 Danville Blvd, Danville, CA

5:00PM Closed Session

Ken Mintz, Vice-President
Rachel Hurd, Clerk

Susanna Ordway, President

7:00PM Open Session

Laura Bratt, Member
Shelley Clark, Member

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

The SRVUSD Board of Education temporarily transitioned to holding their board meetings and accepting public comment virtually due to the physical distancing and social gathering limitations in effect during the COVID-19 pandemic. Beginning March 30, 2021, board meetings will be held at the San Ramon Valley High School Theater

Members of the public who wish to submit public comment at the SRVUSD Board Meetings, may do so in one of two ways.

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

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.

All public comments during the meeting will be limited to three minutes.

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

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

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

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



CLOSED SESSION
June 1, 2021
5:00PM

- 1.0 Call to Order**
- 2.0 Attendance**
- 3.0 Acceptance of Closed Session Agenda and Public Comment**

Adjournment to Closed Session

4.0 Closed Session Agenda

4.1 Public Employee Appointments

- a) Assistant Principal – High School
- b) Assistant Director, Special Education
- c) Director II, Child Nutrition & Warehouse
- d) Director II, Educational Equity
- e) Director 1, Human Resources (Classified)

4.2 Conference with Legal Counsel – Existing Litigation

- (Subdivision (a) of Government Code Section 54956.9)
- a) Case #2021040814

4.3 Conference with Legal Counsel – Anticipated Litigation

- (Initiation of litigation pursuant to Gov. Code section 54956.9. subd. (d)(2))
- a) Two Cases
 - b) Claim #593565

4.4 Public Employee Performance Evaluation

- (Government Code Section 54957)
- a) Superintendent
 - b) Assistant Superintendents

Adjournment



OPEN SESSION
San Ramon Valley High School Theater
June 1, 2021
7:00PM

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

- 5.0 Pledge of Allegiance/Attendance**
- 6.0 Report of Actions Taken in Closed Session**
- 7.0 Acceptance of Minutes**
 - 7.1 Minutes of May 18, 2021 **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 Strategic Direction **Oral**
 - Draft strategic plan
 - Local Control and Accountability Plan
 - 9.2 Additional Stakeholder Input Results **Oral**
 - 9.3 Public Comment for Non-Agenda Items (Comments Limited to Three Minutes) **Oral**
 - 9.4 Association Presidents' Report **Oral**
- 10.0 Action Items/Public Hearings**
 - 10.1 Public Hearing for the Proposed 2021-24 Local Control and Accountability Plan (LCAP) Enclosure
 - 10.2 Public Hearing for the Proposed 2021-22 District Budget Enclosure
 - 10.3 Consideration of Adoption of the Expanded Learning Opportunities (ELO) Grant Plan Enclosure
Action
 - 10.4 Consideration of Adoption of Resolution #75/20-21, Authorizing the Establishment of the Student Activity Special Revenue Fund – Fund 08 Enclosure
Action
- 11.0 Discussion/Information**
 - 11.1 First Reading of New Administrative Regulation 4119.12, 4219.12, 4319.12 Personnel, and AR 5145.71 Students – Title IX Sexual Harassment Complaint Procedures Enclosure

12.0 Consent Items

- | | | |
|-------|---|-----------------------------|
| 12.1 | Consideration of Approval of Certificated Personnel Changes | Enclosure
Consent |
| 12.2 | Consideration of Approval of Classified Personnel Changes | Enclosure
Consent |
| 12.3 | Ratification of Warrants | Enclosure
Consent |
| 12.4 | Declaration of Surplus Property | Enclosure
Consent |
| 12.5 | Consideration of Approval of Contacts/Purchases over \$50,000 | Enclosure
Consent |
| 12.6 | Consideration of Approval of Bid Award for Monte Vista High School Swimming Pool Renovation Project | Enclosure
Consent |
| 12.7 | Consideration of Approval of Revisions to the Measure D Master Program Budget | Enclosure
Consent |
| 12.8 | Preview of Textbook | Enclosure
Consent |
| 12.9 | Adoption of Textbook | Enclosure
Consent |
| 12.10 | Consideration of Rejection of Claim #593565 Against the District | Enclosure
Consent |

13.0 Administrative Matters

- 13.1 Board Members' Reports
- 13.2 Superintendent's Report

Adjournment

BOARD OF EDUCATION MEETING
May 18, 2021
MINUTES

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 – *there is no audio from this meeting*.

- 1.0 Call to Order** The Board of Education held its regular meeting at the San Ramon Valley High School Theater. The meeting was called to order at 5:32PM.
- 2.0 Attendance** Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Laura Bratt and Shelley Clark

Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, and Recording Secretary Cindy Fischer
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Ken Mintz, seconded by Rachel Hurd the closed session agenda was approved (5/0). There was no public comment.
- 4.0 Closed Session** The closed session was adjourned at 7:00PM.

Board President Susanna Ordway reconvened the meeting in open session at 7:07PM.
- 5.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Shelley Clark and Laura Bratt

Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, Executive Directors Nadine Rosenzweig and Jon Campopiano and Director Deb Petish.

Others Present: 12 visitors attended. Recording Secretary Cindy Fischer
- 6.0 Report of Action Taken in Closed Session** The Board voted to appoint Keri Van De Star, Director Human Resources, Certificated, Katie Witt, Director Instructional Services and Eduardo Guerena, Middle School Assistant Principal effective July 1, 2021. (5/0)
- 7.0 Acceptance of Minutes** On a motion by Laura Bratt seconded by Shelley Clark, the May 4, 2021 minutes were approved. (5/0)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Rachel Hurd seconded by Ken Mintz the open session agenda was approved. (5/0)
- 8.2 Approval of Consent Agenda** On a motion by Shelley Clark seconded by Laura Bratt, the consent agenda was approved as amended. Item 11.13 was removed from the agenda by Danny Hillman (5/0).

- 9.0 Reports to Board**
- 9.1 Update on Strategic Planning Stakeholder Engagement** Superintendent Malloy
Public Comment: Helen of Dougherty Valley
- 9.2 Facilities Update** Assistant Superintendent Danny Hillman
Public Comment: Helen of Dougherty Valley
- 9.3 Public Comment for Non-Agenda Items** Lacey Lowe, Helen of Dougherty Valley
- 9.4 Association Presidents' Comments** CSEA President Tami Castelluccio and SRVEA President Ann Katzburg
- 10.0 Action Items/Public Hearings**
- 10.1 Board to Take Action to Seat Student Board Member** Executive Director Jon Campopiano
On a motion by Ken Mintz, seconded by Shelley Clark the Board took action to seat Ronit Batra as the 2021/22 student board member (5/0)
- 10.2 Consideration of Adoption of Resolution #74/20-21 Designating May1-31 as Mental Health Awareness Month** Assistant Superintendent Christine Huajardo
Public Comment: Helen of Dougherty Valley
On a motion by Rachel Hurd, seconded by Laura Bratt the Board adopted resolution #74/20-21 (5/0)
- 10.3 Consideration of Acceptance of the Independent Financial Audit of the Building Fund for the General Obligation Bond Measure D Election of 2021 for the 2019-20 Fiscal Year Ending June 20, 2020** Assistant Superintendent Danny Hillman and Terri Montgomery, Partner with Eide Bailly attended via phone.
Public comment: Helen of Dougherty Valley
On a motion by Shelley Clark, seconded by Rachel Hurd the Board accepted the independent financial audit of the building fund for the general obligation bond Measure D election of 2021 for the 2019-20 fiscal year ending June 20, 2020 (5/0)
- 10.4 Disclosure of the Major Provisions of the 2020-21 Memoranda of Understanding with San Ramon Valley Education Association (SRVEA), California School Employees Association (CSEA) Chapter 65, Unit II and Unit III and Service Employees International Union (SEIU) Local 1021, for a One-Time Payment and Issuance of a One-Time Payment to all Management and Confidential Employees in Accordance with the Requirements for AB1200, AB2765 & Govt. Code 3547** There were no public comments
- 10.5 Consideration of Approval of the 2020-21 Memoranda of Understanding with San Ramon Valley Education Association (SRVEA),** Assistant Superintendent Keith Rogenski
Public Comment: Helen of Dougherty Valley
On a motion by Rachel Hurd, seconded by Laura Bratt the Board approved the 2020-21 Memoranda of understanding with SRVEA, CSEA, Chapter 65, Unit II and III and SEIU

California School Employees Association (CSEA), Chapter 65, Unit II and III, and Service Employees International Union (SEIU) Local 1021 for a One-Time Payment and Issuance of a One-Time Payment to all Management and Confidential Employees

Local 1021 for a one-time payment and issuance of a one-time payment to all management and confidential employees (5/0)

11.0 Consent Items

- 11.1 Consideration of Approval of Certificated Personnel Changes
- 11.2 Consideration of Approval of Classified Personnel Changes
- 11.3 Ratification of Warrants
- 11.4 Ratification of Contracts/Purchases
- 11.5 Declaration of Surplus Property
- 11.6 Consideration of Approval of Contracts/Purchases over \$50,000
- 11.7 Consideration of Adoption of Resolution #70/20-21, Approving Routine Budget Revisions
- 11.8 Consideration of Adoption of Resolution #73/20-21, Authorization to Sign “We Can Work” Contract
- 11.9 Consideration of Adoption of Revision to Administrative Regulation 6158, Independent Study
- 11.10 Consideration of Approval of Bid Award for Alamo Elementary School Breezeways Roofing Replacement
- 11.11 Consideration of Adoption of Resolution #68/20-21, for Proposition 39 Energy Expenditure Plan Implementation Services – Various School Sites
- 11.12 Consideration of Adoption of Resolution #69/20-21, Approving the Addition of Four Leased Relocatable Classrooms to the California High School Campus and Authorizing California Environmental Quality Act Notice of Exemption
- 11.13 Consideration of Approval of Revisions to the Measure D Master Program Budget
- 11.14 Preview of Textbook
- 11.15 Consideration of Adoption of Resolution #71/20-21, Student Teacher Agreements for the 2020-21 School Year

12.0 Administrative Matters

12.1 Board Member’s Reports

Board members shared their reports and comments, noting attendance at the following:
Board Member Clark attended the joint City of San Ramon, Town of Danville & SRVUSD Liaison meeting
Board Member Bratt attended the SELPA day of Advocacy along with Mt. Diablo Unified and participated in Cal High’s Global Studies Class
Board Clark Hurd attended the TRAFFIX and Climate & Culture Meetings and the CSBA Delegate Assembly.

Board Vice President Mintz will be attending the PTSA recognition breakfast and the Armed Forces Swearing-in Ceremony.

Board President Ordway will also be attending the PTSA recognition breakfast where she will be presenting the scholarship awards.

12.2 Superintendent's Report

Dr. Malloy expressed his thanks to the classified staff and shared information regarding the May Revise

Public comment: Helen of Dougherty Valley

Adjourned

The meeting was adjourned at 9:47pm.

Susana Gonzalez **May 18, 7:26PM**

Leadership expert Ken Blanchard once said that “feedback is the breakfast of champions.” It’s been difficult, however, to receive teacher feedback on graded work in a timely manner in order for students to best take advantage of that feedback. In some cases, it has taken over two months to have assignments returned from teachers with a grade. Over one month, in some cases, has become more often. Please make it transparent for parents to understand what to expect. What time frame should be expected? At what point should parents become concerned that paperwork is not being returned graded in a timely manner?

Thank you,
Susana

Kathy Donegan **May 17 – 11:44AM**

Hi Board Members,

Can you please advise that you will address the following for Fall ‘22 school year:
A guarantee that we will have full time in person instruction

Will students be required to have vaccination? Hard since it’s not open to all ages.

No masks will be required!! Let kids get back to normal and not have something to hold them back again!

Will there be reviews of this current year as so many kids are going to be super behind?

Thank you,
Kathy Donegan

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

DATE: June 1, 2021

TOPIC: STRATEGIC DIRECTION – DRAFT STRATEGIC PLAN & LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

INFORMATION ITEM:

Staff will present the FIRST DRAFTS of the Strategic Plan Document and the Local Control Accountability Plan (LCAP) for input, with the goal of incorporating the Board's input and producing final versions of both documents to be presented at the June 15th Board meeting.

The first draft of the Strategic Plan, which reflects input gathered from the Board and through our stakeholder engagement process, is aligned with the District's three areas of priority: Equity, Deep Learning/Innovation, and Social Emotional Well-Being. The input is organized into specific goals to clarify purpose and desired outcomes for our students.

The first draft of the LCAP connect these state-required documents with the District's three areas of priority focus, as outlined in the Strategic Plan. The LCAP's eight, state-defined priorities have been organized to align with the three areas of priority in the District's Strategic Plan. Components of the LCAP include: 2019 LCAP Annual Update, 2020 Learning Continuity and Attendance Plan (LLP) and the proposed 2021-2024 LCAP.

You may review this document on our website at <https://www.srvusd.net/lcap>

About the Strategic Plan:

The SRVUSD Board of Education is in the process of creating a new Strategic Plan for the organization. The Board approved three areas of priority to guide our work beginning in the 2021-22 school year, including: Equity, Deep Learning and Innovation, and Social Emotional Well-Being.

The Strategic Planning process is organized into six phases. This presentation will focus on Phase 4, Refine Priorities Based on Board and Stakeholder Input.

Six Phases/Timing

1. Needs Assessment and Preliminary Priorities - *March*
2. Input from the Board of Education (link to meeting) – *March*
3. Stakeholder Engagement – Focus of this information item- *April, May*
4. **Refine Priorities based on Board and Stakeholder Input - *May***
5. Develop District (3-5 year) Strategic Plan - *June*
6. Site Specific Strategic Plans Developed –*school year 2021*

About the LCAP:

California's main education finance law, known as the Local Control Funding Formula (LCFF), requires school districts to develop a Local Control and Accountability Plan (LCAP) that guides priorities in the budget development process. It is built around eight state-defined key priority areas and is a tool to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

The LCAP is written by District personnel with the input of all stakeholders via an LCAP Advisory Committee. It is a three-year plan that is updated each year. The initial draft of the LCAP will be presented for public input at this meeting, will be posted on our website for further input, and a final version will be presented to the Board of Education for adoption at the June 15th meeting.

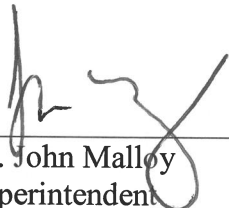
About the LCP:

The Learning Continuity and Attendance Plan (or LCP) was a new tool developed in response to the pandemic and required as part of SB 98. The SRVUSD LCP was completed and approved by the Board of Education in the beginning of the 2020–21 school year and memorialized the planning process already underway, addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

The LCP is a one-time replacement for the LCAP for the 2020-21 school year. Outcomes and adjustments made to the LCP will be presented to the Board for approval at the June 15th meeting.

RECOMMENDATION: This is an information item. No action is recommended.

BUDGET IMPLICATIONS: None



Dr. John Malloy
Superintendent

Item Number



San Ramon Valley Unified School District Strategic Directions Process



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SRVUSD... Where all students thrive in innovative and inclusive learning communities.

Success means our students:

- Love to learn
- Appreciate the importance of teams and collaboration
- Develop curiosity, confidence and independence as learners
- Excel academically
- Experience social, emotional and physical health
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals

Success means all work is guided by our shared priorities:

Equity Deep Learning and Innovation Social and Emotional Well-Being

Success means our teams create and nurture:

- **Equity** -- Safe, equitable and caring school communities where all students enjoy and take ownership for their learning leading to independent and collaborative learners, critical and creative thinkers who excel academically. Equity means that we remove barriers, confront bias and challenge our systems that do not support all students.
- **Deep Learning and Innovation** -- Effective programs, support services and resources so that all students experience relevant learning opportunities, a sense of belonging and purpose, and are supported to achieve their full potential.
- **Social Emotional Well-Being** -- Multiple strategies aligned with each student's interests, strengths, passions and needs, to engage our students and bring joy to their learning, leading to their success.



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- **Continuous Improvement Cycles** -- 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 stakeholders in all aspects of continuous improvement efforts
 6. Communicate results, celebrating successes and learning from challenges
- **Shared Leadership, Responsiveness and Community Trust to Enhance Outcomes for All Students** -- By engaging all stakeholders to strengthen relationships, encourage productive student-focused dialogue, confront bias and discrimination, and provide effective service all leading .

Success requires District leadership and the Board provide:

- **Space, Pace and Resources** -- Our District leadership team commits to a phased approach to planning and resource development, providing each school the time and support needed to create plans that ensure that all students thrive in innovative and inclusive communities. (August to January)
- **Responsible Resource Allocation** -- Effective stewardship of financial and other resources to provide all students equitable access to programs, services and opportunities.
- **A Culture of Responsiveness** -- With students' learning and well-being as our priority, we will cultivate a culture of collective responsibility and shared investment in the success of each of our students.
- **Effective Governance** -- Our District leadership team will provide on-going information to our Board illustrating progress in the key areas of this strategic plan so the Board may provide continuous oversight and direction.



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<p>Strategic Direction: Equity -- SRVUSD will ensure that all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.</p> <p>Inclusive Learning Environments Goal One: Create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff.</p>	<p>Strategies</p> <ul style="list-style-type: none"> Engage all staff in differentiated professional development that focuses on the attitudes, knowledge, and skills needed to create inclusive practices and culturally sustaining learning environments for students and work environments for staff. This includes training specifically in the areas of implicit and explicit bias. Develop an Equity Steering Committee composed of individuals from existing diversity, equity, and inclusion groups to advise on equity topics including professional learning opportunities. Engage all students in age-appropriate learning opportunities on issues of diversity, equity, and inclusion. Utilize restorative practices so students learn from their choices, understand the impact of their choices, and grow personally in their ability to make sound decisions. Continue to develop and refine responses to discrimination and hate, including how we effectively use the <i>Responding to Discrimination and Hate Handbook</i>. Develop a process to increase representation and engagement from underrepresented students, staff, and community members by changing how we engage stakeholders. Ensure that appropriate time, space, and structures are provided for student and staff affinity groups to meet. Strengthen and clearly communicate the process for reporting complaints of bias and discrimination.
<p>Systemic Inequities Goal Two: Create culturally responsive and</p>	<p>Strategies</p> <ul style="list-style-type: none"> Perform a system-wide review of policies and practices to determine their



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<p>equity-informed policies, procedures, and practices that lead to equitable outcomes for students.</p>	<ul style="list-style-type: none"> potential impact on disproportionality and/or inequitable outcomes for students. Review and revise policies, procedures, and practices that may lead to disproportionate and/or inequitable outcomes. Hire a full-time Director of Equity.
<p>Curriculum and Instruction Goal Three: Develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities.</p>	<p>Strategies</p> <ul style="list-style-type: none"> Conduct a review of District curriculum and standards to increase the representation of more diverse narratives. Engage all staff in differentiated professional development that supports the shift from teachers' personal learning on equity to teachers facilitating learning for all students. Continue to enhance course offerings that support students in understanding the importance of diversity, equity and inclusion including the incorporation of Ethnic Studies as an elective at all high schools. Increase the cultural competence of all staff to provide the appropriate classroom support for all students to learn at high levels.
<p>Diverse Staff Goal Four: Recruit, hire, and retain a more diverse staff.</p>	<p>Strategies</p> <ul style="list-style-type: none"> Conduct an audit of current interview and hiring policies, procedures and practices. Based on audit, revise recruiting, interviewing, and onboarding protocols to align with the District's strategic direction. Engage all staff in professional development regarding anti-bias hiring practices. Develop Black, Indigenous and People of Color (BIPOC) facilitated Leadership Development Program for BIPOC staff.



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<p>Strategic Direction: Social Emotional Well-Being -- SRVUSD is committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.</p>	
<p>Culture of Wellness Goal One: Develop a shared commitment to a culture of wellness, where every student's emotional health is respected and supported across the system.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Design opportunities for staff to connect, listen to one another, and build capacity to support students. • Cultivate a sense of collective responsibility by creating awareness and ownership over the social emotional well-being of students and staff. • Develop a Culture of Wellness Steering Committee composed of individuals who have a stake or interest in social emotional learning and well-being to advise on issues pertaining to the health and well-being of our students. • Continue to prioritize staff-student relationships in order to ensure that all students can identify at least one caring adult on campus that they can connect with when needed. • Enhance and expand support services (e.g. elementary counselors, Multi-Tiered Systems of Support liaisons, etc.) in order to build capacity throughout the organization. • Coordinate and align the work of support providers (e.g. counselors and social workers) and community-based organizations.
<p>Curriculum and Instruction Goal Two: Create and nurture instructional environments that prioritize students' social emotional well-being.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Engage staff in professional development on relationship-centered, culturally responsive teaching strategies that nurture and create supportive classroom and school environments. • Embed Social Emotional Learning (SEL) standards and goals across the curriculum (e.g. resiliency and collaboration skills). • Create learning experiences that nurture a sense of purpose, honor a broad range of perspectives, and engage students as leaders, problem-solvers and innovators.



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	<ul style="list-style-type: none"> • Incorporate instructional strategies that integrate and provide access to the visual and performing arts and other evidence-based social emotional strategies into the curriculum. • Develop equitable grading policies, procedures and practices that more accurately reflect student learning.
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<p>Strategic Direction: Deep Learning and Innovation -- SRVUSD will 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.</p> <p>System Coherence Goal One: Create a coherent system that is aligned to support instruction.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Develop a Deep Learning Steering Committee composed of individuals who have a stake or interest in teaching and learning to advise on issues pertaining to deep learning and innovation. • Collaborate with stakeholders to develop a graduate profile that describes the essential knowledge, skills, and habits of mind our students need to succeed in our ever-changing global society. • Develop a shared vision for high quality instruction across the organization based on the graduate profile. • Consistently deliver high quality, differentiated professional development that meet the needs of our staff and fulfill the goals outlined in the strategic plan. • Utilize high quality standards-based curriculum that align with our vision for instruction, are updated regularly, and are consistent with the current State standards and curriculum frameworks. • Align the policies, procedures and practices from all departments (e.g. facilities, human resources, educational services) to support instruction that drives deep learning and innovation.
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<p>Instructional Model Goal Two: Develop and implement instructional models to engage students in learning at deep levels.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Create rigorous instructional environments where students meet or exceed all standards and develop their creativity, critical thinking, communication, and collaboration skills through deep learning tasks. • Engage students in learning experiences that are purposeful, relevant, and allow them to apply their learning to new situations. • Engage staff in professional development on instructional strategies that promote deep learning. • Provide access to new and emerging technology resources to support student learning in a one-to-one environment.. • Support students to explore the ways they can contribute to the betterment of our community and beyond, by knowing themselves, enhancing their talents, and being of service to others. • Empower students to make more choices about what they are learning and how they are learning it. • Enhance course and program offerings to reflect the needs of all students. • Strengthen and expand Career Technical Education (CTE) pathways to meet the needs of all students. • Strengthen the District and site-level elements that lead to effective Multi-Tiered Systems of Support which reliably and consistently provide the appropriate levels of intervention and extension to students based on data. • Develop equitable access to the visual and performing arts across the system.
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San Ramon Valley Unified School District Strategic Directions Process



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<p>Assessment Goal Three: Use authentic forms of assessment where students are expected to meaningfully apply essential knowledge and skills to new situations.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Engage staff in professional development on accurate, authentic, and equitable assessment and grading practices. • Utilize new or existing assessments in order to measure what we want students to know and be able to do. • Leverage our Learning Management System and assessment screening platform(s) to enhance assessment practices. • Review and update existing grading policies, procedures and practices to enhance deep learning outcomes. • Use data to inform instruction and continuous cycles of improvement.
<p>Collective Responsibility Goal One: Cultivate a culture of collective responsibility and shared investment in the success of each of our students.</p>	<p>Strategic Direction: Shared Leadership -- SRVUSD will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Focus on school-family partnerships that place student learning at the center. • Support our staff in understanding their role in building community confidence in our schools when engaging with stakeholders. • Encourage and support sites in innovative practices and calculated risk-taking when advancing the goals of the strategic plan. • Develop strategies to include all stakeholders in the improvement process. • Increase efforts to include student voice in all areas of decision-making, particularly the voice of underrepresented students.



San Ramon Valley Unified School District Strategic Directions Process



DRAFT June 1, 2021

<p>Collaboration Goal Two: Engage in collaborative decision-making with students, staff, and families.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Provide learning opportunities within the District around effective collaborative skills and structures for students, staff, and families. • Expand and empower student voice through the newly-formed Student Senate, Student Trustee position, and other mechanisms. • Create systems for two-way communication between staff and District administration to allow for shared decision-making. • Engage stakeholders in both District and school site cycles of continuous improvement. • Expand staff collaboration time to review assessment data to inform instruction and innovative practices.
<p>Trust Goal Three: Continue to develop and improve relational trust amongst all stakeholders</p>	<ul style="list-style-type: none"> • Explore meaningful ways to engage all stakeholders including focus groups, parent education nights, small group discussions, town hall meetings, surveys, and crowdsourcing. • Ensure that the information gathered through stakeholder input influences our strategies and decisions moving forward.

<p>Strategic Direction: Equitable Resource Allocation -- SRVUSD will maximize resources including time, talent and finances, to advance our student success goals.</p>	
<p>Standard of Excellence Goal One: Define the standard of excellence that all SRVUSD students deserve.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Collaborate with stakeholders to determine the standard of excellence across all areas of the operation.



San Ramon Valley Unified School District Strategic Directions Process



DRAFT June 1, 2021

	<ul style="list-style-type: none"> • Provide equitable access to programs and resources such as the visual and performing arts, technology, and curriculum materials. • Provide equitable access to support services such as counselors and social workers. • Examine/address class sizes and administrative support to equitably support students.
<p>Strategic Resource Allocation Goal Two: Ensure that strategy drives budgetary decisions.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Assess the organization for system-wide gaps and challenges with regard to equitable allocation of resources. • Review allocation of resources and where appropriate, identify new models that prioritize resources toward the greatest area of student need.
<p>Advocacy Goal Three: Participate in advocacy and community outreach efforts to support our students.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Create and implement an advocacy plan to secure the necessary resources to provide the SRVUSD standard of educational excellence.
<p>Strategic Direction: Culture of Responsiveness -- SRVUSD will effectively serve all stakeholders by listening, responding to questions and concerns in a timely fashion, changing processes and practices when appropriate, and communicating the rationale for decisions so our students' learning and social emotional well-being remain the focus of our efforts.</p>	
<p>Communication Goal One: Ensure timely, relevant and accurate communication with all stakeholders.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Respond to questions in a respectful manner, and within two school days. • Clearly communicate when more than two school days are required to properly address an issue.



San Ramon Valley Unified School District Strategic Directions Process



DRAFT June 1, 2021

	<ul style="list-style-type: none"> • Resolve challenging situations through dialogue and discussion. • Provide all staff members with opportunities to share what they are learning from stakeholders so this information can improve systems and processes. • Seek feedback from stakeholders in a variety of ways to improve service.
<p>Decision Making Goal Two: Engage stakeholders in decision-making to promote student learning and social emotional well-being in equitable and inclusive learning environments.</p>	<p>Strategies All Teams will:</p> <ul style="list-style-type: none"> • Gather stakeholder input to examine all processes and procedures that can be improved as part of our commitment to service excellence. • Seek out and engage the stakeholder voices, perspectives and experiences that historically have not influenced decision-making. • Communicate the results of feedback/decision-making processes to ensure that stakeholders understand the importance of their role in the decision-making process.
<p>Facilitate Service Goal Three: Enhance the service we provide to our community.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Reflect on the policies, procedures and practices within each site and department in order to increase efficiency, effectiveness, and responsiveness to stakeholders. • Create District and school-based websites that enhance the user's experience by being easy to navigate and by providing updated and relevant information. • Support staff to respond to questions from the community effectively and, when necessary, by directing them to the appropriate personnel.

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

DATE: June 1, 2021

TOPIC: Additional Stakeholder Input Results

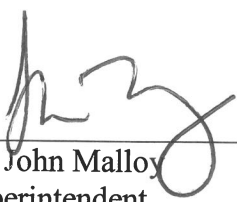
INFORMATION ITEM:

As part of the process of collecting input and engaging stakeholders in conversations about what the District should consider as we move into summer 2021 and the 2021-22 fall reopening, the District solicited input using ThoughtExchange and during small group discussions as part of the Superintendent's Task Force.

Staff will present the outcome of two remaining ThoughtExchange questions (not previously discussed during the stakeholder engagement presentation at the May 18th Board meeting) and the Superintendent's Task Force. This presentation will include questions asked, participation levels and a summary of the main themes shared by our stakeholders.

RECOMMENDATION: This is an information item. No action is recommended.

BUDGET IMPLICATIONS: None



Dr. John Malloy
Superintendent

Item Number

Additional Stakeholder Input Results

June 1, 2021



Superintendent's Task Force



**LOOKING
FORWARD**

Who



Over 100 Participants

Everyone who applied + ...

- Certificated Staff
- Classified Staff
- Principals
- Administrators
- Students
- Community Members
- Parents

When/How



When:

2 Virtual Meetings

- May 6, 2021
- May 20, 2021

How:

- Large Group Discussions
- Small group breakout sessions
- Input captured live

Process:

- Meeting 1 - Overarching themes
 - Meeting 2 - Drilled down to specifics
-

What We Learned

- **Communications are important**
 - Try to appeal to as many people as possible in as many ways as possible
- **Social media balance**
- **Community Engagement**
 - Continue opportunities to meet virtually in small groups (i.e. high school feeder)
- **Concerns about students returning to school in the fall**
 - Social Emotional Health
 - Academic Health
 - All staff members must be trained and equipped to support
- **Strong need to reconnect**
- **Desire to heal divisiveness in the community**
- **Consistency with curriculum, standards and grading**
- **Equity**
 - Programs, Services and Access
 - Safe and Inclusive Learning Environments



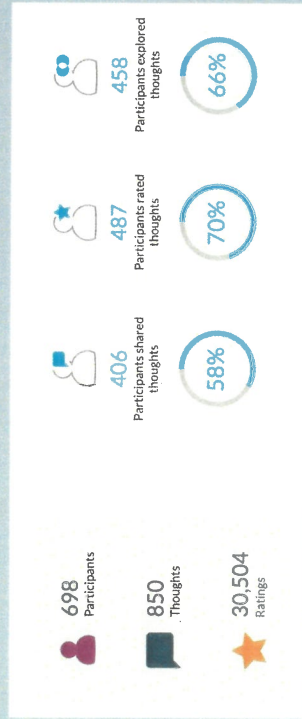
ThoughtExchange



**LOOKING
FORWARD**

Question: What should the District consider in order to ensure a smooth transition to the 2021-22 school year?

Participation



Main Themes

Smaller Class Sizes

Student Support

- Counselors
- Paraprofessionals
- Interventions
- Nurses
- Small Groups

Consistency Across the District

- Access to Technology
- Bell Schedules
- Grading
- Assessment

Safety

- Masks
- Cleaning
- Follow Guidance



Question: Please provide your input on how you think one-time monies should be prioritized to best support students.

Participation



Main Themes

Smaller Class Sizes

Student Support

- Counselors
- Psychologists
- Nurses
- Social Workers
- Reading Specialists
- Paraeducators

Equitable Access

- Technology
- Course Offerings
 - Art
 - Music
- Libraries



Common Priorities



1. Smaller Class Sizes
 2. Student Support
 3. Consistency Across Sites
-

Final Thoughts



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

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Item 10.1

DATE: June 1, 2021

TOPIC: PUBLIC HEARING FOR THE PROPOSED 2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

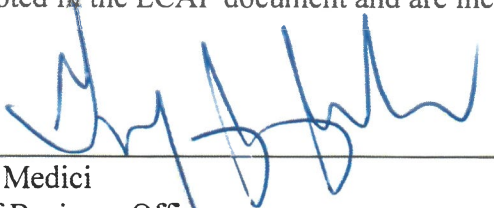
DISCUSSION: In accordance with Education Code Section 52062(b)(1), a governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan or Annual Update to the Local Control and Accountability Plan. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Local Control and Accountability Plan or Annual Update to the Local Control and Accountability Plan will be available for public inspection.

The public hearing for the Local Control and Accountability Plan (LCAP) shall be held at the same meeting as the public hearing for the proposed district budget. Following the public hearings, both documents will be included on the agenda for adoption at the June 15, 2021 board meeting.

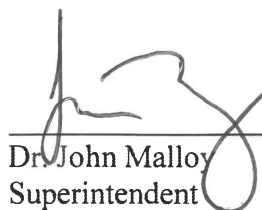
You may review this document on our website at <https://www.srvusd.net/lcap>

RECOMMENDATION: The Board President should conduct a public hearing for the proposed 2021-24 Local Control and Accountability Plan at this time.

BUDGET IMPLICATIONS: The projected costs for the various action steps included in the LCAP are noted in the LCAP document and are included in the proposed district budget.



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

10.1

Item Number

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

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Item 10.2

DATE: June 1, 2021


TOPIC: PUBLIC HEARING FOR THE PROPOSED 2021-22 DISTRICT BUDGET

DISCUSSION: Before adoption of the district budget, a public hearing must be held in accordance with Education Code Section 42103. Notification of the date, time and location of the public hearing was published in a local newspaper by the County Superintendent of Schools and the budget has been made available for public inspection as required.

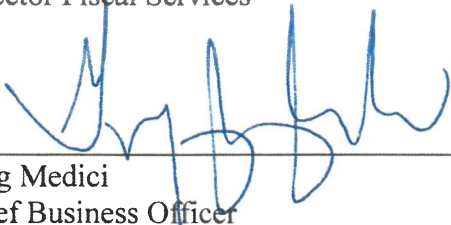
In accordance with Education Code Section 52062(b)(1), the budget public hearing shall be held at the same meeting as the public hearing for the Local Control and Accountability Plan (LCAP). Following the public hearings for the district budget and LCAP, both documents will be included on the agenda for adoption at the June 15, 2021 board meeting. State law requires the Board of a school district to adopt a budget by July 1st each year.

You may review this document on our website at <https://www.srvusd.net/business>

RECOMMENDATION: The Board President should conduct a public hearing for the proposed 2021-22 District Budget at this time.



Gael Treible
Director Fiscal Services



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

10.2

Item Number

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

6/1/21
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Item 10.3

DATE: June 1, 2021

TOPIC: CONSIDERATION OF ADOPTION OF EXPANDED LEARNING OPPORTUNITIES (ELO) GRANT PLAN

DISCUSSION: In March 2021, as part of the Assembly Bill 86 COVID-19 relief package, the California Legislature provided \$6.6 billion for educational funding. This funding included \$4.6 billion for the Expanded Learning Opportunities (ELO) Grant and \$2 billion for In-Person Instruction (IPI) Grants. No application was required to receive the funds. In May 2021 eligible entities received an apportionment that represents 50 percent of their allocation for both the EPO and IPI Grants. The remaining 50 percent will be funded in August, unless any reduction or forfeiture of IPI Grants as described below.

Expanded Learning Opportunities Grants

To be eligible for funding, school district's must have implemented a learning recovery program, that at a minimum, provided supplemental instruction, support for social and emotional well-being, and, meals and snacks to specified student groups, who have faced adverse learning and social-emotional circumstances. ELO Grants shall be expended for the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrate pupil supports (including, but not limited to, Elementary Counselors), community learning hubs, support for credit deficient pupils, additional academic services, and training for school staff. The district received input and collaborated with parents, staff and community members in the design and implementation of services.

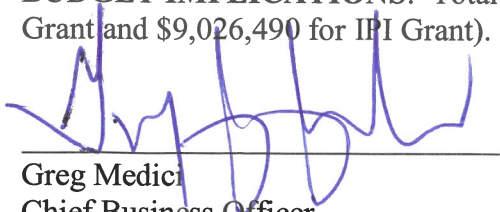
In-Person Instruction Grants

To be eligible for full funding, school districts must have offered in-person instruction, including hybrid models, by April 1, 2021 for specified student groups. IPI Grants were reduced by one percent for each calendared instructional day that a district did not offer in-person instruction for all required groups and were forfeited if not offered by May 15, 2021, or if in-person instruction was not offered continuously through the end of the 2020-21 school year, unless otherwise ordered by a state or local health officer. IPI Grants may be used for any purpose consistent with providing in-person instruction for any student participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services (including, but not limited to, Elementary Counselors) provided in conjunction with in-person instruction.

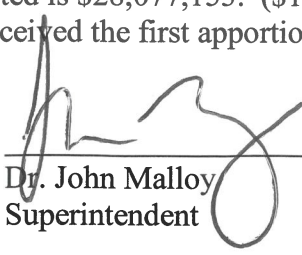
In accordance with EC Section 43522(e) a governing board of a school district shall adopt at a public meeting on or before June 1st, the Expanded Learning Opportunities Grant Plan. Pursuant to EC Section 43522(e)(2)(A)(iii), the district's ELO must include a description of how involved parents and school site staff, including classified and certificated staff, participated in the development of the plan. The Expanded Learning Opportunities Grant Plan is posted of the district's LCAP website, at <https://www.srvusd.net/lcap>

RECOMMENDATION: Adopt the district's Expanded Learning Opportunities Grant Plan as attached.

BUDGET IMPLICATIONS: Total funding expected is \$28,077,153. (\$19,050,663 for the ELO Grant and \$9,026,490 for IPI Grant). The district received the first apportionment in May 2021.



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

10.3

Item Number

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ramon Valley Unified School District	Christine Huajardo and Greg Medici Assistant Superintendent of Educational Services and Chief Business Official	LCAP@srvusd.net 925-552-2905

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

San Ramon Valley Unified School district is deeply embedded in and connected to its community. The district is committed to engaging community stakeholders, students, staff, and parents at a deep level. Stakeholder feedback was received via surveys, Thought Exchange, Principal Coffee talks, town halls, staff meetings, student advisory groups and student surveys. Additionally feedback was received at six LCAP stakeholder meetings, the SRVUSD Community Advisory Committee (CAC), SRVUSD PTA Presidents meeting, and the SRVUSD District English Learner Advisory Committee (DELAC).

SRVUSD Stakeholder Engagement Webpage: https://srvusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1616224415753&vdid=i20b2rcr4gjob

A description of how students will be identified and the needs of students will be assessed.

Students are identified and the needs assessed using ongoing data analysis, interventions and ongoing progress monitoring. Using data drawn from Fast Bridge assessment formative assessment solutions, all student were assessed in English and Math to determine intervention needs and performance gaps. The cycle of continuous assessment continues with daily and weekly progress monitoring, checking for understanding, teacher conferences, counseling support, ongoing Fast Bridge formative assessments, and interventions during Student Support periods. Site staff, social workers and site administration provided additional data and support to identify the needs to be assessed, "by name, by need" of each student.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Using the student and families primary language, parents and guardians will be informed of the opportunities for supplemental instruction and support in the following manner: parent/teacher conferences, counseling meeting, social worker home visits, school and district websites, email, phone and letter.

A description of the LEA's plan to provide supplemental instruction and support.

In order to address these performance gaps, SRVUSD expanded it's Multi-tiered System of Supports for English Language Arts and math, employing 26 teachers working across the district over the next two years to support staff to create effective intervention systems to meet the unique needs of our students. Additionally, SRVUSD has increased para professional supports to provide supplemental instruction, increased English Learner supports, increased access to technology, provided reading and math support classes during and after the school day, daily student tutorial opportunities, extended learning and remediation opportunities in Summer School, small group sessions at each site during and after school to provide intervention, and using Edgenuity for credit deficient students. In order to provide successful instruction and support, SRVUSD has created robust professional development opportunities for all staff, focused on interventions, social emotional supports, deep learning and equity. and Along with the use of data, teacher conferences, Wellness rooms, Student Support Team meetings and embedded Student Support periods were provided at all campuses. These programs are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$3,000,000	TBD
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$12,000,000	TBD
Integrated student supports to address other barriers to learning	part of \$12m	TBD

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$3,000,000	TBD
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	part of \$12m	TBD
Additional academic services for students	\$1,050,663	TBD
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	part of \$12m	TBD
Total Funds to implement the Strategies	\$19,050,663	TBD
"Estimated Total ELO Allocation per EC-43521(b)(3)1 (A.2 + B.3 + C.2)D.1"		

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As discussed at the May 4th Board Meeting under Action Item 10.3 "Recommendation for One-Time Education Programs", the \$19+ million in Expanded Learning Opportunity Grant dollars is part of a \$30 million investment, which includes all remaining Federal "Elementary and Secondary School Emergency Relief" (ESSER) Funds and \$9+ million in AB 86 In-Person Instruction Grant dollars. The ESSER dollars to be utilized for this investment are specifically derived from the third round of ESSER dollars (ESSER 3) announced by the Federal Government in February and March 2021. San Ramon Valley Unified School District's (SRVUSD's) total estimated allocation of these ESSER 3 dollars is \$3,379,534. The District's previous funding rounds of ESSER dollars --- approx. \$500,000 in April of the 2019-20 fiscal year and approx. \$1.5 million in late Fall of the 2020-21 fiscal year --- have been fully invested to deliver student instruction during the COVID-driven virtual learning in the second semester of 2019-20 and the first and second semesters of 2020-21. The Board's action on May 4th directing staff to implement the \$30 investment plan across the 2021-22 and 2022-23 school years includes investments for students across six categories including:

- (1) \$12 million in a "Multi Tiered System of Supports" (MTSS) Model including, but not limited to, an estimated twenty-six (26) teachers working across the District over the next two years to support staff in creating effective intervention systems so students can achieve grade-level standards. The Model includes goals for this team to continue to build capacity in staff to create/strengthen site-based learning supports to differentiate student learning and meet the unique needs of our students, lead professional development, support monitoring of student progress, and organize use of student support time and before and after school opportunities. This team will also support the implementation of the strategic plan including deep learning, equity, and social emotional well-being.
- (2) \$3 million in student supports provided by Classified Personnel. Senate Bill/Assembly Bill (SB/AB) 86 required a minimum of 10% of allocated funds must be invested in paraprofessionals. Paraprofessionals may provide supplemental instruction and support for all students and should prioritize English learners and students with disabilities. Funds may be used to rehire laid off paraprofessionals, increase hours of part-time paraprofessionals, and hire new paraprofessionals. The District may move forward to rescind planned reductions of paraprofessional positions, funded through site fundraising efforts, for 2021-2022, as well as restore instructional assistants who provide/support arts instruction.
- (3) \$7 million in Class Size and Staffing Ratios. As-of May 2021, California Department of Public Health (CDPH) guidance continues to include directions to districts that students must be spaced no less than three feet apart from each other and stable groups of students should be established --- across elementary and secondary master schedules --- to minimize student mixing and assist with contact tracing. The District's plan to meet this guidance includes adjusting staffing ratios in grades four and five from 29:1 to 26:1, which will provides fewer students per classroom and allow students to be spaced out appropriately. The District also plans to provide a "Staffing Reserve" for Middle and High Schools for additional staffing to create stable groups or "houses" so that students can move between classes with the same peers as much as possible.
- (4) \$3 million for 2021 Summer School initiatives including the expansion of intervention and remediation summer program capacity. This expansion of the program compared to previous years will allow for more class offerings for students. Prior to this upcoming summer, summer programs in SRVUSD were accessible primarily by invitation, so this year's model is designed to accommodate parent requests for summer educational opportunities. Further summer enrichment opportunities continue to be available through the San Ramon Valley Education Foundation (SRVEF), the City of San Ramon, and the Town of Danville.
- (5) \$3 million in student technology and curriculum, including, but not limited to, Middle School Science materials and Elementary phonics (reading) and social studies materials. Technology investments will include both hardware and software investments for students. The District has made a tremendous amount of progress over the last year integrating technology into the curriculum. Given the deep learning component of the strategic plan, it is important to continue to support student learning by continuing use of online technology including "Fastbridge" (a software tool that assesses and monitors student progress toward standards), "Lexia" (a software tool for Elementary English Language Arts (ELA) online interventions), and "IXL" (a software tool for Math and ELA online interventions).
- (6) \$2 million in continued COVID-related health and safety initiatives. Investments will include continued procurement of Personal Protective Equipment (PPE) for students and staff, maintaining safety-related facilities investments (such as ongoing enhanced heating-ventilation-air-conditioning (HVAC) capabilities (filters, etc.), custodial/cleaning capabilities (supplies, time, services, etc.), and furniture investments (eg: single-person desks where previously multiple students utilized one piece of furniture)), and specific and targeted COVID testing for students and staff.

The District expects to provide updates related to this \$30 million investment plan to the Board throughout the 2021-22 and 2022-23 school years.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC) Section 43521(b)*. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC Section 43521(b)* is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
 2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
 3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
 4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
 5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
 6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
 7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.
- As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan Section 43522[h].

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

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

DATE: June 1, 2021

TOPIC: CONSIDERATION OF APPROVAL OF RESOLUTION 75/20-21,
AUTHORIZING THE ESTABLISHMENT OF THE ASB ACTIVITIES –
FUND, FUND 08

Discussion: Following the CDE’s requirement and GASB Statement No. 84, *Fiduciary Activities*, effective the 2021-22 school year the district will record and report all Associated Student Body (ASB) activities within the district’s SACS accounting system. The objective of GASB 84 is to improve guidance regarding the identification of fiduciary activities vs non-fiduciary activities for accounting and financial reporting purposes with regard to ASB activity funds and how those activities should be reported. Fiduciary Activities for a school district are identified based on various criteria which focus on the source of and the control over the activity's assets. Several conditions must be met to be recorded as a fiduciary activity, and the school district must not have administrative involvement with the assets or the activity's assets must be for the benefit of organizations or other governments that are not part of the school district.

The ASB activities within the San Ramon Valley USD do not meet the criteria to be recorded as a fiduciary activity. Therefore, the establishment of a the Student Activity Special Revenue Fund, otherwise known as “Fund 08” in Sacramento’s Standard Account Code Structure (SACS), will allow the District to record the activity funds that it determines are not fiduciary activities following the required CDE and GASBE 84 guidance.

RECOMMENDATION: Staff recommends approval of Resolution 75/20-21 to open Fund 08, Student Activity Special Revenue Fund.

BUDGET IMPLICATIONS: N/A



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

10.4

Item Number

RESOLUTION NO. 75/20-21

**Authorizing the Establishment of
Student Activity Special Revenue Fund – Fund 08**

WHEREAS, the Board of Trustees is required to file with the county superintendent of schools, by written resolution, the authorization to establish Fund 08; the Student Activity Special Revenue Fund.

WHEREAS, the CDE requires all Associated Student Body (ASB) activity funds to be recorded within the district's SACS accounting system, and GASBE 84 guidance outlines the identification of fiduciary activities and non fiduciary activities for accounting and financial reporting purposes and how the activities should be reported,

WHEREAS, the district has determined that the activity funds are not fiduciary and are appropriate to record in Fund 08, Student Activity Special Revenue Fund,

WHEREAS, the proceeds of the Student Activity Special Revenue Fund, as collected and managed by the Associated Student Bodies, may be expended according to all Board Policies, Administrative Regulations, and California Education Codes,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the San Ramon Valley Unified School District does hereby authorize the establishment of the Student Activity Special Revenue Fund – Fund 08.

BE IT FURTHER RESOLVED that copies of this Resolution be filed with the Contra Costa County Superintendent of Schools and the Auditor/Treasurer of Contra Costa County.

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 1st day of June 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAINED:

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

DATE: June 1, 2021

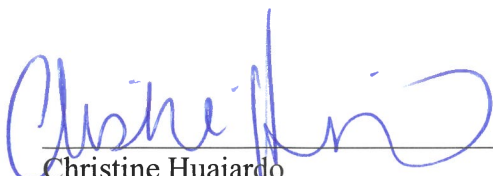
TOPIC: FIRST READING OF NEW ADMINISTRATIVE REGULATION 4119.12,
4219.12, 4319.12 PERSONNEL AND AR 5145.71 STUDENTS -
TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

DISCUSSION: Administrative Regulations 4119.12, 4219.12, 4319.12 in the Personnel section and AR 5145.71 in the Students section on Title IX Sexual Harassment Complaint Procedures will further support the District's current Board Policy 5145.7 Sexual Harassment. The complaint procedures set forth in this Administrative Regulation will be used to address any report of Title IX Sexual Harassment in a district education program or activity to the extent required by Title IX. The complaint form Exhibit E 5145.71 is included.

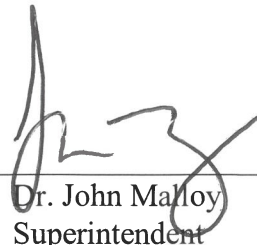
RECOMMENDATION:

Administration recommends bringing forward this administrative regulation for approval at the next board meeting on June 15, 2021.

BUDGET IMPLICATIONS: None



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

11.1

Item Number

Title IX Sexual Harassment Complaint Procedures

The district does not discriminate on the basis of sex in any of its programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106). The district is committed to maintaining an educational and workplace environment free from sexual harassment.

Title IX Sexual Harassment Prohibited

Sexual Harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited in district education programs or activities. Title IX Sexual Harassment is conduct on the basis of sex in an education program or activity that satisfies one or more of the following: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v)
For the purpose of this AR, the district defines "consent" as defined in California Penal Code Section 261.6
4. Dating violence as defined in 34 U.S.C. §12291(a)(10)
5. Domestic violence as defined in 34 U.S.C. §12291(a)(8)
6. Stalking as defined in 34 U.S.C. §12291(a)(30).

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Term Definitions (34 C.F.R. §106.30)

The following Title IX definitions apply to the following terms used in this Administrative Regulation:

Complainant - an individual who is alleged to be the victim of conduct that could constitute Title IX Sexual Harassment.

Education program or activity - locations, events, or circumstances where the district has substantial control over both respondent(s) and the context in which alleged Title IX Sexual Harassment occurred.

Formal Complaint - a document filed by a complainant (or a complainant's parent or guardian) or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a respondent(s) and requesting that the District investigate the allegation.

Respondent - an individual who has been reported to be the perpetrator of the conduct that could constitute Title IX Sexual Harassment.

Supportive measures - non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to complainant(s) or respondent(s) before or after the filing of a formal complaint or where no formal complaint has been filed.

Title IX Sexual Harassment Complaints

The complaint procedures set forth in this Administrative Regulation will be used to address any report of Title IX Sexual Harassment in a district education program or activity to the extent required by Title IX.

Should the Title IX Regulations be modified or repealed, the district will implement only the aspects of these procedures required by law. If permitted by law, the district will address reports of sexual harassment, including Title IX Sexual Harassment, in accordance with AR 4030, Nondiscrimination in Employment, or AR 1312.3, Uniform Complaint Procedure, as applicable.

Non-Title IX Sexual Harassment Complaints

Reports of sexual harassment not covered by the definition of Title IX Sexual Harassment will be addressed in accordance with AR 4030, Nondiscrimination in Employment, or AR 1312.3, Uniform Complaint Procedure, as applicable. The determination of whether the allegations meet the definition of Title IX Sexual Harassment under Title IX will be made by the district's Title IX Coordinator.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 1312.3 - Uniform Complaint Procedure)

Reporting Title IX Sexual Harassment

Anyone who believes they have experienced, witnessed or received a report of Title IX Sexual Harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, district administrator, or any district employee with whom the person is comfortable.

District employees receiving a report of or witnessing Title IX Sexual Harassment are required to report it to the Title IX Coordinator. An employee who fails to promptly report or forward a report of Title IX Sexual Harassment to the Title IX Coordinator may be disciplined, up to and including dismissal.

Title IX Coordinator

Director of Student Services
699 Old Orchard Drive, Danville, CA 94526
(925) 552-5052

Processing Reports of Title IX Sexual Harassment

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Upon receiving such a report, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, inform the complainant of the right to file a formal complaint and explain the process for filing a formal complaint. (34 CFR 106.44)

Supportive Measures

Upon receipt of a report of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures and will consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures must be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures must be non-disciplinary, non-punitive, and designed to restore or preserve equal access to the district's education program and activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escorts, mutual restrictions on contact between parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to complainants and respondents. (34 CFR 106.30, 106.44)

The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Administrative Leave

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Emergency Removal

A student may not be disciplined for alleged Title IX Sexual Harassment until the formal complaint process is completed and a determination of responsibility has been made. However, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Formal Complaint

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A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator may sign a formal complaint in situations when a safety threat exists and in other situations as permitted under Title IX, including as part of the district's obligation to not be deliberately indifferent to known allegations of Title IX Sexual Harassment. In such cases, the Title IX Coordinator is not a party to the formal complaint. The Title IX Coordinator will provide notices to the complainant as required by Title IX.

The district may consolidate formal complaints of Title IX Sexual Harassment against more than one respondent, or by more than one complainant, or by one party against another, where the allegations of Title IX Sexual Harassment arise out of the same facts or circumstances.

Formal Complaint Process

The district treats complainants and respondents engaging in the formal complaint process equitably. Respondents are presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of this formal complaint process. (34 CFR 106.45(b)(1)(iv)) The district complies with this formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR 106.45(b)(1)(i))

Anyone designated by the district as a Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or informal resolution facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will receive training in accordance with 34 CFR 106.45. (34 CFR 106.45(b)(1)(iii))

Written Notice of Allegations

Upon receipt of a formal complaint, the Title IX Coordinator must provide the known parties with written notice of allegations including the following: (34 CFR 106.45(b)(2))

1. Notice of this formal complaint process, including any informal resolution process
2. The allegations potentially constituting Title IX Sexual Harassment with sufficient details known at the time, including the identities of parties involved in the incident, if known, the conduct allegedly constituting Title IX Sexual Harassment, and the date and location of the alleged incident, if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX Sexual Harassment allegations arise about the complainant or respondent that are not included in this

- initial notice of allegations, the Title IX Coordinator must provide notice of the additional allegations to the parties.
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
 4. Notice that the parties may have an advisor of their choice who may be, but is not required to be, an attorney.
 5. Notice that the parties and their advisors, if any, will have an opportunity to inspect and review evidence
 6. Advise the parties that the district's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the formal complaint process
 7. When possible, the name of the investigator, informal resolution facilitator, decisionmaker and appeal decisionmaker, and inform the parties that, if at any time a party has concerns regarding a conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

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Dismissal of Formal Complaint

The Title IX Coordinator must dismiss a formal complaint if the alleged conduct: (1) would not constitute Title IX Sexual Harassment as defined in 34 CFR 106.30 even if proved, (2) did not occur in the district's education program or activity, or (3) did not occur against a person in the United States. Such conduct may still be addressed pursuant to other district Board policies and administrative regulations including, but not limited to, AR 4030 - Nondiscrimination in Employment, or BP/AR 1312.3, Uniform Complaint Procedure, as applicable.

At any time during the investigation, the Title IX Coordinator may dismiss a formal complaint of Title IX Sexual Harassment if: (1) the complainant notifies the district in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint, (2) the respondent is no longer enrolled or employed by the district, or (3) sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the formal complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator will promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties and inform them of their right to appeal the dismissal of a formal complaint or any allegation in the formal complaint in accordance with the appeal procedures described in the "Appeals" section below. (34 CFR 106.45)

Informal Resolution

After a formal complaint of Title IX Sexual Harassment is filed, but at any time before a determination regarding responsibility is reached, the district may facilitate an informal

resolution process, such as mediation, that does not involve a full investigation and adjudication. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

Prior to facilitating an informal resolution process, the district must: (34 CFR 106.45(b)(9))

1. Provide the parties with written notice disclosing:
 - a. the allegations;
 - b. the requirements of the informal resolution process including the circumstances under which the parties are precluded from resuming the formal complaint process arising from the same allegations;
 - c. the right of either party to withdraw from the informal resolution process and resume the formal complaint process at any time prior to agreeing to a resolution; and
 - d. that the district's informal resolution process is confidential and any consequences resulting from participating in the informal resolution process, including the records of the informal resolution process that will be maintained or could be shared.
2. Obtain the parties' voluntary, written consent to the informal resolution process

Informal resolution is not available to resolve allegations of Title IX Sexual Harassment by a student against an employee.

Investigation Procedures

The burden of proof and the burden of gathering evidence sufficient to reach a determination of responsibility rest on the district and not the parties.

Unless a party provides voluntary, written consent, the district cannot access, consider, disclose, or otherwise use a party's records maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity, which are made and maintained in connection with the provision of treatment to the party. (34 CFR 106.45(b)(5)(i))

During the investigation process, the district's designated investigator will: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. All party advisors are limited to providing support and may not be direct participants. This conduct expectation applies equally to complainants and respondents.
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Prior to the completion of the investigative report, provide the parties, and their advisors, if any, an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint including evidence the district does not intend to rely in reaching a determination, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

The district's investigator must not require, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under legally recognized privilege unless the person holding the privilege has waived the privilege. (34 CFR 106.45(b)(1)(x))

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with Title IX.

Written Determination

The Title IX Coordinator shall designate a decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator, investigator or appeal decisionmaker on the formal complaint. (34 CFR 106.45(b)(7))

After the investigative report has been sent to the parties, but before reaching a determination of responsibility, the decisionmaker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decisionmaker will notify the parties and witnesses of the following applicable timelines for the submission of questions and responses:

1. The parties have 7 calendar days to submit their questions to the decisionmaker after receiving notice of the opportunity to submit questions from the decisionmaker.

2. After receipt of the questions, the parties and witnesses will have 7 calendar days to submit their responses to the questions to decisionmaker.
3. When providing the questions and responses to both parties, the decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant. Upon receipt of the responses to the questions, the parties will have 5 calendar days to submit limited follow-up questions.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45(b)(6)(ii)) The district's decisionmaker must not require, rely upon, allow, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under legally recognized privilege unless the person holding the privilege has waived the privilege. (34 CFR 106.45(b)(1)(x))

The written determination shall be issued within 120 calendar days of the receipt of the formal complaint. However, the time for completing the formal complaint process will be temporarily delayed during school recess periods exceeding three days. The timeline may be extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. Good cause may include, but is not limited to, absence of a party, witness, or party advisor; concurrent law enforcement activity; participation in the informal resolution process; or need for language assistance or disability accommodation. (34 CFR 106.45(b)(1)(v))

The decisionmaker shall issue, and simultaneously provide to both parties, a written determination as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45(b)(7)) In making this determination, the decisionmaker shall use the "preponderance of the evidence" standard for all formal complaints of Title IX Sexual Harassment. (34 CFR 106.45(b)(1)(vii)) The decisionmaker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness. (34 CFR 106.45(b)(1)(ii))

The written determination will include the following: (34 CFR 106.45(b)(7))

1. Identification of the allegations potentially constituting Title IX Sexual Harassment as defined in 34 CFR 106.30;
2. A description of the procedural steps taken from receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct or policies to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a

determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Unless a party provides voluntary, written consent, the district cannot access, consider, disclose, or otherwise use a party's records maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity, which are made and maintained in connection with the provision of treatment to the party. (34 CFR 106.45(b)(5)(i))

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the formal complaint, if: (1) the party believes that a procedural irregularity affected the outcome, (2) new evidence is available that could affect the outcome, or (3) a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(s) affected the outcome. An appeal must be filed in writing with the Title IX Coordinator within 10 calendar days of receiving the written determination or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

If an appeal is timely filed, the district shall: (34 CFR 106.45(8))

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the appeal decisionmaker is trained in accordance with 34 CFR 106.45 and is not the decisionmaker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties 10 calendar days to submit a written statement in support of or challenging the outcome
4. Issue a written decision describing the result of the appeal (e.g., affirms, reverses, remands, or amends the written determination regarding responsibility) and the rationale for the result within 20 calendar days from the deadline for the parties to submit their written statement in support of or challenging the outcome
5. Provide the written decision simultaneously to both parties within 5 business days of issuing the decision

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to,

injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for Title IX Sexual Harassment has been made against the respondent, the district shall provide remedies to the complainant. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45) The Title IX Coordinator is responsible for effective implementation of any remedies. (34 CFR 106.45(b)(7)(iv))

Sanctions/Disciplinary Actions/Corrective Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the formal complaint process has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the formal complaint process, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Recordkeeping

The Title IX Coordinator shall maintain records of the following for a period of seven years: (34 CFR 106.45(b)(10))

1. All reported allegations and Title IX Sexual Harassment investigations, any determinations of responsibility, any disciplinary sanctions imposed on respondent, and any remedies provided to the complainant designed to restore equal access to the District's education program or activity
2. Any appeal and the result
3. Any informal resolution and the results.
4. Any actions, including any supportive measures, taken in response to a report or formal complaint of Title IX Sexual Harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent and the measures taken that were designed to restore or preserve equal access to the education program or activity. If no supportive measures were provided to the complainant, the district must document the reasons that such a response was not unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district from providing additional explanations or detailing additional measures in the future.
5. All materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and informal resolution facilitators. The district shall make such training materials publicly available on its website.

(cf. 1113 - District and School Web Sites)
(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

Personnel
Students

AR 4119.12, 4219.12, 4319.12 (I)

AR 5145.13 (I)

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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Personnel
Students

AR 4119.12, 4219.12, 4319.12 (m)

AR 5145.13 (m)

6/1/21

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Item 11.1

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy
adopted:

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Danville, California



TITLE IX SEXUAL HARASSMENT FORMAL COMPLAINT

Please note that this information is intended to give you an overview of certain rights and options under the Title IX grievance process. For full policy definitions and San Ramon Valley Unified School District (“District”) procedures, see Title IX Sexual Harassment Complaint Procedure.

This form should be completed by any Title IX Complainant who seeks to have the District process a complaint of “Title IX Sexual Harassment,” as defined in the District’s Title IX Sexual Harassment Complaint Procedure. This form may be filed with the Title IX Coordinator in person, by mail or by email at:

Title IX Coordinator(s):

Director, Student Services
699 Old Orchard Drive, Danville, CA 94526

Please contact the Title IX Coordinator if you have any questions regarding the process for filing or investigating Formal Complaints of Title IX Sexual Harassment.

Complainant Name:	Address:
Telephone:	Email Address:
Respondent(s) Name(s):	Respondent(s) Relationship(s) to the Complainant:

1. What is your role in the District?

- Student
- Employee
- Other: _____

2. Is/are the Respondent(s) enrolled or employed by the District and, if so, what is/are the Respondent(s) role(s) with the District (check all that apply)?

- Student(s)
- Employee(s)
- Other: _____
- Not enrolled or employed by the District

3. Where did the alleged conduct occur?

4. Check the box(es) below that best describe(s) the alleged incident (Note: may include online misconduct)

- Sexual harassment that is severe, pervasive, and objectively offensive that it effectively denied you equal access to the school's education program or activity (hostile environment sexual harassment)
- Stalking
- Sexual Assault
- Domestic Violence
- Dating Violence
- An employee of the District conditioned an aid, service, or benefit on your participation in unwelcome sexual conduct (quid pro quo sexual harassment)
- Other: _____

5. Date(s) of Incident(s) (or time frame during which behavior persisted): _____

6. Describe the alleged incident(s) with as much detail as possible including the place it occurred, date, time, and individuals involved (additional pages may be attached as needed):

Retaliation

Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or the District’s Title IX policies or procedures, or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an Title IX investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Title IX Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Title IX Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX or the District’s Title IX policies or procedures, constitutes retaliation. Complaints alleging retaliation may be filed according to the District’s Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedure.

By signing this document, I assert that the information listed above is true to the best of my knowledge and that I am requesting the District to investigate this Formal Complaint of Title IX Sexual Harassment.

Name: _____

Signature: _____

Date: _____

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

DATE: June 1, 2021

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

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Certificated Personnel Changes.

BUDGET IMPLICATIONS:

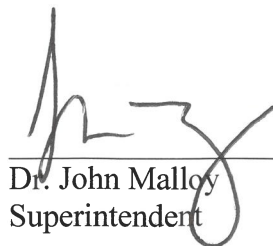
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Keith Rogenski
Assistant Superintendent
Human Resources



Aileen Parsons
Director
Human Resources



Dr. John Malloy
Superintendent

Item Number

12.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - June 1, 2021

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>
Amelia	Caldwell	Teacher, Middle	1.000	SV	06/04/21	Resignation
Heather	Cho	Teacher, High	1.000	CH	06/04/21	Resignation
Laura	Conrad	Teacher, Elementary	1.000	GL	06/04/21	Resignation
Nicole	Diaz	Teacher, Elementary	1.000	CR	06/04/21	Resignation
Stephanie	Ernst	Teacher, Special Ed	1.000	HH	06/29/21	Resignation
Erin	Foley	Teacher, Middle	0.167	CW	06/04/21	Resignation
Kiley	Fowler	Teacher, Resource	1.000	BV	06/04/21	Resignation
Lauren	Haynes	Counselor, Middle	0.500	LC	06/15/21	Resignation
Savannah	Heupel	Teacher, High	1.000	SR	06/04/21	Resignation
Shannon	Mullally	Speech Therapist	0.100	MT	06/04/21	Resignation
Pamela	Novi	Teacher, Elementary	0.500	MT	06/04/21	Retirement
Holly	Price	Teacher, Resource	0.800	AL	06/04/21	Resignation
Elena	Scott	Teacher, Special Ed	1.000	DV	06/04/21	Retirement
Brenda	Walsh	Teacher, Resource	0.100	CC	06/04/21	Resignation
Julie	Weisbrod	Teacher, Special Ed	1.000	CR	06/04/21	Resignation
Jessica	Williamson	Teacher, Elementary	1.000	QR	06/04/21	Resignation

2020-21 Leaves of Absence - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Christina	Cefalo*	Teacher, Middle	1.000	PV	08/12/21-06/04/21
Thomas	Linda	Teacher, High	1.000	CH	09/18/20-05/17/21

2020-21 Administrative Appointment

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Sarah	Acosta Landry	Coordinator of Research, Evaluation & Student Support	1.000	ES	07/01/21

Substitute Employment

<u>First</u>	<u>Last</u>	<u>Effective Date</u>
Helena	Lee	05/07/21
Colleen	Mayes	04/30/21
Nicholas	Moseby	05/03/21
Greg	Smith	04/29/21
Jessica	Williamson	05/07/21

*Revised

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

DATE: June 1, 2021

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

DISCUSSION:

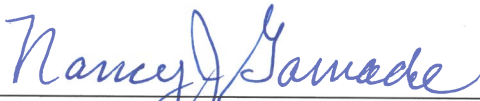
The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Classified Personnel Changes.

BUDGET IMPLICATIONS:

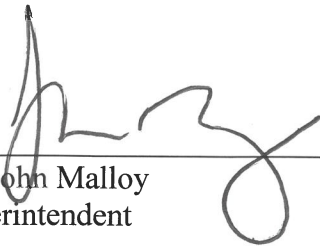
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Nancy J. Gamache
Director, Human Resources



Keith Rogenski
Assistant Superintendent, Human Resources



Dr. John Malloy
Superintendent

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - June 1, 2021

Separation

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Jessica	Larriega	Department Secretary II	SE	Resign	07/01/21

Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Shannon	Bruce	Bus Driver	TRAN	25.00	Cat.	05/10/21
Jose	Olivera	Grounds Utility Worker	BG	40.00	Dist.	05/10/21
Hemalatha	Kandasamy	Noon Duty Supervisor	PV	7.50	Dist.	05/06/21
Michelle	Rodrigue	Noon Duty Unit	BC	7.50	Dist.	05/04/21

Change in Duty Year Calendar

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>DY Calendar</u>	<u>Eff Date</u>
Mary	Mathieu-Ruiz	CN Supervisor - Nutritionist	CN	40.00	11 months	
		to CN Supervisor - Nutritionist	CN	40.00	12 months	05/14/21

Probationary Release

<u>EID#</u>	<u>Classification</u>	<u>Eff Date</u>
16969	Autism Specialist Para	05/10/21

Classified Summer Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Madeline	Proctor	Summer School Office Manager - HS	Hire	06/11/21 - 07/09/21
Patricia	Theobald	Summer School Office Manager - HS	Hire	06/11/21 - 07/09/21
Elizabeth	Starck	Summer School Office Manager @ GL	Hire	06/11/21 - 07/09/21
Veena	Virdee	Summer School Office Manager @ IR	Hire	06/11/21 - 07/09/21
Melissa	Alcorn	Summer School Office Manager @ LO	Hire	06/11/21 - 07/09/21
Jennifer	Schikora	Summer School Office Manager @ RR	Hire	06/11/21 - 07/09/21
Ryan	Kral	Summer Substitute Maintenance Worker	Add	05/19/21

Classified Employment - Other

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Layla	Busquets	Student Lifeguard	Hire	05/13/21
Charles	Krueger	Student Lifeguard	Hire	05/13/21
Grayson	Konigsberg	Student Lifeguard	Hire	05/13/21
Rolando	Fernandez	Substitute Child Nutrition Assistant	Resign	05/04/21
Shawntell	Tinsley	Substitute Custodian	Hire	05/07/21

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

6/1/21
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Item 12.3

DATE: June 1, 2021


TOPIC: RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates May 19, 2021 through June 8, 2021 . Detailed warrant registers are available in the District's Business Office for public inspection.

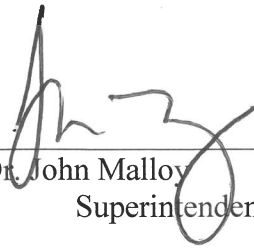
Fund Number	Fund Name	Vendor Warrants	Salary Warrants	Total
1	General Fund	1,187,985.22	571,647.78	1,759,633.00
5	Warrant Pass Through Fund	324,833.60	-	324,833.60
13	Child Nutrition Fund	94,572.57	1,336.86	95,909.43
21	Building Fund	1,064,631.46	4,756.14	1,069,387.60
25	Capital Facilities Fund	98,935.86		98,935.86
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	66,963.66		66,963.66
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	174,414.76		174,414.76
71	Retiree Benefit Fund			-
76	Warrant Pass Through Fund			-
77	Payroll A/P Clearing			-
Total All Funds		3,012,337.13	\$577,740.78	\$3,590,077.91

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

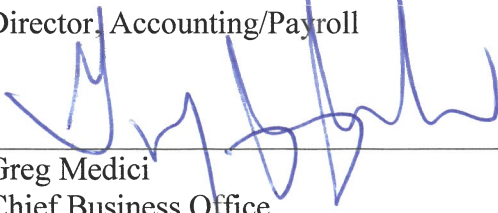
BUDGET IMPLICATIONS: As noted above.



Lori Benetti
Director, Accounting/Payroll



Dr. John Malloy
Superintendent



Greg Medici
Chief Business Office

<p>12.3 Item Number</p>

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

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DATE: June 1, 2021

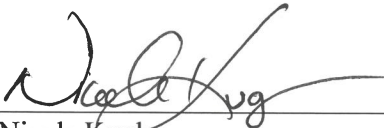
TOPIC: DECLARATION OF SURPLUS PROPERTY

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
38	AV equipment assorted models
106	Milk Cooler
1	Auto Floor Scrubber
1	High Speed Buffer

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

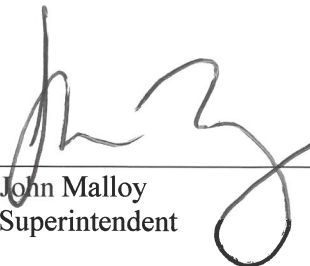
BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.



Nicole Kugler
Business Manager



Greg Medici
Chief Business Officer



John Malloy
Superintendent

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

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Item 12.5

DATE: June 1, 2021

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

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

Vendor Name	Item	Amount	Funding
StuderEducation	Professional development to support the district's strategic plan for deep learning, wellbeing and equity	\$97,500	Prof. Dev
ELLA	Change order for SRVHS ornamental fencing	\$44,369	Measure D
TROX Communications	(20) Projectors for Charlotte Wood MS	\$106,000	Measure D
Meteor Education	Furniture for Twin Creeks ES modernization	\$250,000	Measure D
Martinez Sheet Metal	HVAC, duct work as needed	\$90,000	RRM
FreshService	"IT Help" URL Renewal	\$100,440	Tech
CDW	Meraki License Subscription (3 yr.)	\$142,140	Tech
CDW	Wireless Controllers	\$103,070	Tech
GoFormative	Real-time assignment/curriculum software subscription for student and teachers	\$78,000	Tech
Infinite Campus	Student Information System License and Support	\$350,000	Tech
School Loop	District Website Hosting	\$80,000	Tech
Smartnet	Network Support	\$80,000	Tech
Microsoft (Softchoice)	Employee Self-Service (ESS) System Renewal	\$104,000	Tech
InformedK12	Digital Forms	\$130,000	Tech
Securly	K-12 Chromebook Security Filter	\$70,000	Tech
AT&T	Data Circuits	\$250,000	Tech
McGrawHill	Inspire Science materials	\$1,083,000	Inst. Materials

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

BUDGET IMPLICATIONS: As stated above.



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

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

DATE: JUNE 1, 2021

**TOPIC: CONSIDERATION OF APPROVAL OF BID AWARD FOR MONTE VISTA
HIGH SCHOOL SWIMMING POOL RENOVATION PROJECT**

DISCUSSION: On May 20, 2021 the District received and publicly opened bids for the Monte Vista High School swimming pool renovation project. The bid results are listed below.

Bid #842			
Contractor	Base Bid	10% Contingency	Total Not to Exceed
Western Water Features, Inc.	\$3,514,900	\$351,490	\$3,866,390
Calstate Construction, Inc.	\$3,898,777		
Bobo Construction, Inc.	\$4,142,000		
Build Group, Inc.	\$4,142,998		
Tricon Construction Inc., dba Tricon Aquatics	\$4,161,379		
DL Falk Construction, Inc.	\$4,174,000		

RECOMMENDATION: Staff recommends the Board approve the following bid award.

- Western Water Features, Inc., for a total not-to-exceed amount of \$3,866,390.

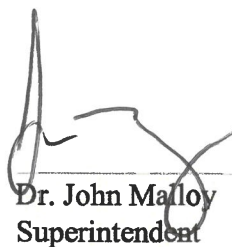
BUDGET IMPLICATIONS: As shown above - Local Building Fund



Erin Hirst
Assistant Director, Facilities



Daniel Hillman
Assistant Superintendent
Business Operations and Facilities



Dr. John Malloy
Superintendent

12.6

Item Number

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

DATE: JUNE 1, 2021

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

DISCUSSION: At the May 12, 2021 Facilities Oversight and Advisory Committee (FOAC) meeting, the Finance Subcommittee reviewed the Master Program Budget (MPB) and recommended acceptance by the full committee. The FOAC accepted the amended MPB and the budget changes that are reflected on the MPB Comparison Report and recommends Board approval.


The revised MPB is attached and has been updated to include actual expenditures through April 16, 2021

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

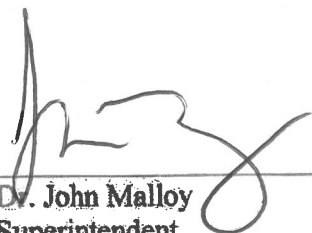
BUDGET IMPLICATIONS: None



Erin Hirst
Assistant Director, Facilities



Daniel Gillman
Assistant Superintendent
Business Operations and Facilities



Dr. John Malloy
Superintendent



San Ramon Valley Unified School District
Measure D Master Program Budget

FUNDING										
Fiscal Period	Measure D Funding		Local Funding		State OTE Grant	Non-Measure D Funding	Sub-Total Per Fiscal Year	Transfer Bond Interest To CIP	Total Per Fiscal Year	
	Measure D Bond	Measure D Interest Income	Developer Fee	Other Local						
Prior Fiscal Years										
Fiscal Year 2012-2013	74,995,000	85,831					75,080,831	(85,831)	74,995,000	
Fiscal Year 2013-2014		211,331					211,331	(211,331)	0	
Fiscal Year 2014-2015	125,000,000	288,278		800,000			126,088,278	(288,278)	125,800,000	
Fiscal Year 2015-2016		953,315	404,000		818,151		2,175,466	(953,315)	1,222,151	
Fiscal Year 2016-2017		1,300,560					1,300,560	(1,300,560)	0	
Fiscal Year 2017-2018		1,535,859				1,450,000	2,988,859	(1,535,859)	1,450,000	
Fiscal Year 2018-2019	80,005,000	1,984,724					81,989,724	(1,984,724)	80,005,000	
Fiscal Year 2019-2020		1,227,942					1,227,942	(1,227,942)	0	
Fiscal Year 2020-2021		144,676			(406,463)		(261,787)	(144,676)	(406,463,000)	
Anticipated										
Total Funding	\$ 280,890,000	\$ 7,723,808	\$ 404,000	\$ 800,000	\$ 411,888	\$ 1,450,000	\$ 270,788,184	\$ (7,723,808)	\$ 263,064,376	

Approved BUDGETS through 2-28-21 - EXPENDITURES through 4-16-21												
Proj ID	Project	Measure D Funding & Interest	State Funding	Other Funding	ROM Estimate March 11, 2014	Previously Approved 2-28-21	Proposed Current 4-16-21	Type of Estimate	Unspent Encumbrance	Expensed To Date	Remaining Budget	Percentage Complete
Completed or Near Completed Projects												
0504	Bella Vista	31,810,785		800,000	28,983,312	32,410,785	32,410,785			32,410,785		100%
0525	Cal High Bleachers	1,046,442			1,494,200	1,046,442	1,046,442			1,046,442		100%
0522	Del Arroyo Replace Fire Alarm and Intercom	104,088			288,740	104,088	104,088			104,088		100%
0505	DVHS Classroom Building	6,985,227	411,888		8,216,277	6,985,215	6,985,215			6,985,215		100%
0508	DVHS GTAE				1,845,820							0%
0532	Los Cerros Restrooms	48,135			757,080	48,135	48,135			48,135		100%
0524	MVHS Bleachers	1,748,764			1,826,800	1,748,764	1,748,764			1,748,764		100%
0519	MVHS Seismic	1,215,287			1,550,062	1,215,287	1,215,287			1,215,287		100%
0518	Near Armstrong, Seismic	1,721,845			2,483,354	1,721,845	1,721,845			1,721,845		100%
0523	SRVHS Bleachers	1,778,036			2,116,801	1,778,036	1,778,036			1,778,036		100%
0528	SRVHS Pool Solar	43,855			308,950	43,855	43,855			43,855		100%
0534	Tassajara Hills Relocatable Renovation	59,982			243,880	59,982	59,982			59,982		100%
0509	Twin Creeks Administration Building	2,332,537		404,000	8,253,747	2,536,537	2,536,537			2,536,537		100%
0517	Wal Disney Seismic	843,680			1,560,642	843,680	843,680			843,680		100%
0521	Upgrade Electrical Multiple Sites	151,822			606,205	151,822	151,822			151,822		100%
0538	Cal High Pedestrian Bridge	287,055			253,602	287,055	287,055		0	287,055		100%
0508	Cal High Science Modernization	3,819,708			4,757,107	3,819,708	3,819,708		0	3,819,708		100%
0533	DVMS Special Ed Restroom	181,074			271,600	181,074	181,074			181,074		100%
0507	San Ramon Valley High School	87,802,478		1,450,000	26,993,202	88,952,478	88,952,478		728,638	87,802,600	292,240	99%
0507	SRVHS Classroom Building	84,340,838		1,450,000	25,243,202	85,790,336	85,790,336		728,638	84,765,459	292,240	98%
0507	SRVHS Classroom Building-Interim Housing	3,182,142			460,000	3,182,142	3,182,142		0	3,182,142	0	100%
0508	SRVHS Classroom Building Phase 2				20,000,000							0%
0530	SRVHS Replace Fire Alarm				854,230							0%
0501	Stone Valley Middle School	43,673,200			37,407,470	43,581,324	43,673,200		7,334,455	35,278,881	859,963	81%
0501	SVMS	40,456,158			37,187,470	40,456,158	40,456,158		7,334,455	33,964,741	959,963	82%
0501	SVMS -Cabrera Renovation	1,200,000			1,200,000	1,200,000	1,200,000			1,200,000		100%
0501	SVMS -Interim Housing	1,814,140			240,000	1,822,165	1,814,140		0	1,814,140	0	100%
0512	Golden View Modernization	9,827,782			10,251,180	9,827,442	9,827,782		15,894	9,811,887	0	100%
0513	Montevideo Modernization	9,035,919			8,705,182	9,035,919	9,035,919		171,882	8,813,859	80,262	98%
0511	Rancho Romero Modernization	4,886,000			7,051,148	4,886,000	4,886,000		0	4,214,796	471,204	90%
0510	Vista Grande Modernization	5,097,872			5,029,077	5,097,872	5,097,872		7,283	4,324,884	785,544	85%
0514	Green Valley Modernization	6,187,702			5,983,537	6,258,800	6,187,702		4,432	6,183,270	0	100%
0515	Sycamore Valley Modernization	7,085,838			9,886,114	8,247,900	7,085,838		83,838	6,810,800	721,600	89%
Projects In Construction												
0531	Cal High Modernize Commons and Kitchen	2,395,800			2,145,800	2,395,800	2,395,800	D/R	170,893	534,884	1,820,443	22%
0530	Alamo Modernize Two Classrooms	1,217,900			417,900	1,217,900	1,217,900	D	618,812	32,883	571,525	5%
0516	Charlotte Wood Modernization	10,372,800			11,187,998	10,372,800	10,372,800	D	7,446,711	1,681,908	1,243,890	16%
0541	Twin Creeks Classroom Modernization	8,854,100			-	8,854,100	8,854,100	B	5,330,118	1,810,484	1,713,519	20%
District Wide Allocation by Type												
0537	ADA Upgrades District-Wide	1,175,800			1,175,770	1,175,800	1,175,800	A	-	237,017	938,783	20%
CRTech	CR and Infrastructure Technology	7,500,000			7,500,000	7,500,000	7,500,000	A	29,478	7,456,464	14,059	99%
0529	Energy Management Systems	1,405,180			1,705,050	1,405,180	1,405,180	A	-	1,387,781	37,339	97%
0527	Security Cameras	1,010,400			1,010,400	1,010,400	1,010,400	A	57,415	602,038	350,847	80%
Projects No Longer Being Reported												
0536	Tassajara Hills Land Purchase				884,280							0%
0540	Proposition 39 Energy Projects (not Measure D)				400,000							0%
Potential Future Project If Funds Become Available												
0539	MVHS Classroom Building											0%
Projects Subtotal		\$ 240,384,878	\$ 411,888	\$ 2,854,000	\$ 223,781,258	\$ 244,788,938	\$ 243,438,387		\$ 21,948,264	\$ 211,843,778	\$ 832,329	87%
0500	Measure D Program Expense	15,265,300			13,065,250	15,265,300	15,265,300		479,133	12,808,540	1,876,627	84%
	Construction Cost Escalation Reserve	-			32,205,000	-	-			-	-	
	District Wide Interim Housing Reserve	(0)			-	-	-			-	(0)	
	Program Reserve (normally 3% to 5%) (Uses 3% of Remaining Project Costs, Includes Escalation)	-			-	-	-			-	-	
Program Expenses & Reserves Subtotal		\$ 15,265,300	\$ -	\$ -	\$ 45,280,250	\$ 15,265,300	\$ 15,265,300		\$ 479,133	\$ 12,808,540	\$ 1,876,627	
Total Project & Program		\$ 255,650,178	\$ 411,888	\$ 2,854,000	\$ 269,019,308	\$ 260,054,238	\$ 258,693,687		\$ 22,427,397	\$ 224,452,318	\$ 11,603,956	
Program Balance (Unassigned Budgets) \$ 4,370,021											Contingency projects - if funds are available	
Total Program \$ 263,064,688												

Under Construction
Construction Complete or Near Completion
In Design
Project included if funds are available

Budget Changes: FOAC Recommended to Board 5.12.21 - Board Approved 5.18.21

Types of Estimates
A - Allocation of Funding Only
R - Rough Order of Magnitude (Very Conceptual)
D - Design Estimate (more refined but still an estimate)
B - Current Estimate Based on Project Bid Results

San Ramon Valley USD - Measure D Program Budget
MPB Comparison Report
Prepared: April 16, 2021
Expenditures through 4-16-2021

FUNDING			
Type of Funding	Previous Funding	Current Funding	Change
Measure D Bond	260,000,000	260,000,000	-
Interest Income	7,723,506	7,723,506	-
Developer Fee	404,000	404,000	-
Other Local	800,000	800,000	-
CTE Grant	411,888	411,888	-
Town of Danville	1,450,000	1,450,000	-
Transfer Measure D Interest Revenue to CIP	(7,723,506)	(7,723,506)	-
Total Funding	263,065,688	\$ 263,065,688	-

Proj ID	Project	Budget			Expenditures		
		Previously Reported 2-28-21	Current	Change	Previously Reported 2-28-21	Current Expenses Thru 4-16-21	Change
Completed Projects/Near Completed							
0604	Bella Vista	32,410,786	32,410,785	-	32,410,785	32,410,785	-
0525	Cal High Bleachers	1,046,442	1,046,442	-	1,046,442	1,046,442	-
0522	Del Amigo Replace Fire Alarm and Intercom	104,088	104,088	-	104,088	104,088	-
0505	DVHS Classroom Building	6,996,916	6,996,915	-	6,996,915	6,996,915	-
0506	DVHS GTAE	-	-	-	-	-	-
0532	Los Carnes Restrooms	46,135	46,135	-	46,135	46,135	-
0524	MVHS Bleachers	1,748,764	1,748,764	-	1,748,764	1,748,764	-
0519	MVHS Seismic	1,215,287	1,215,287	-	1,215,287	1,215,287	-
0518	Neil Armstrong Seismic	1,721,845	1,721,845	-	1,721,847	1,721,847	-
0623	SRVHS Bleachers	1,778,036	1,778,036	-	1,778,036	1,778,036	-
0528	SRVHS Pool Solar	43,855	43,855	-	43,855	43,855	-
0534	Tassajara Hills Relocatable Renovation	59,982	59,982	-	59,982	59,982	-
0509	Twain Creeks Administration Building	2,536,537	2,536,537	-	2,536,537	2,536,537	-
0517	Walt Disney Seismic	843,680	843,680	-	843,680	843,680	-
0521	Upgrade Electrical Multiple Sites	151,822	151,822	-	151,822	151,822	-
0536	Cal High Pedestrian Bridge	287,055	287,055	-	287,055	287,055	-
0608	Cal High Science Modernization	3,819,706	3,819,706	-	3,819,706	3,819,706	-
0533	DVMS Special Ed Restroom	161,074	161,074	-	161,074	161,074	-
	<i>San Ramon Valley High School</i>	<i>68,952,478</i>	<i>68,952,478</i>	<i>-</i>	<i>67,930,287</i>	<i>67,930,000</i>	<i>627,313</i>
0507	SRVHS Classroom Building	65,790,336	65,790,336	-	64,141,145	64,766,459	627,313
0507	SRVHS Classroom Building-Interim Housing	3,162,142	3,162,142	-	3,162,142	3,162,142	-
0538	SRVHS Classroom Building Phase 2	-	-	-	-	-	-
0520	SRVHS Replace Fire Alarm	-	-	-	-	-	-
	<i>Stone Valley Middle School</i>	<i>43,581,324</i>	<i>43,573,299</i>	<i>(8,025)</i>	<i>35,166,661</i>	<i>35,276,661</i>	<i>66,020</i>
0501	SVMS	40,459,159	40,459,159	-	33,284,722	33,364,741	60,020
0501	SVMS -Cafeteria Renovation	1,200,000	1,200,000	-	-	-	-
0501	SVMS -Interim Housing	1,922,195	1,914,140	(8,025)	1,914,140	1,914,140	-
0512	Golden View Modernization	10,022,442	9,927,782	(94,880)	9,906,390	9,913,637	5,448
0513	Montevideo Modernization	9,035,913	9,035,913	-	8,798,162	8,813,659	15,707
0511	Rancho Romero Modernization	4,888,000	4,888,000	-	4,214,796	4,214,796	-
0510	Vista Grande Modernization	5,097,872	5,097,872	-	4,303,525	4,324,804	21,339
0514	Green Valley Modernization	6,258,800	6,187,702	(70,898)	6,160,969	6,183,270	22,301
0515	Sycamore Valley Modernization	8,247,900	7,085,836	(1,162,064)	6,280,549	6,310,690	30,141
Projects In Construction							
0531	Cal High Modernize Commons and Kitchen	2,395,800	2,395,800	-	471,371	534,664	63,293
0530	Alamo Modernize Two Classrooms	1,217,900	1,217,900	-	19,981	32,663	12,682
0516	Charlotte Wood Modernization	10,372,800	10,372,800	-	1,860,883	1,681,669	21,136
0541	Twain Creeks Classroom Modernization	8,854,100	8,854,100	-	1,309,295	1,810,464	501,169
District Wide Projects							
0537	ADA Upgrade District-Wide	1,175,800	1,175,800	-	237,017	237,017	-
CRTECH	CR and Infrastructure Technology	7,500,000	7,500,000	-	7,430,939	7,456,464	25,528
0529	Energy Management Systems	1,405,100	1,405,100	-	1,367,761	1,367,761	-
0527	Security Cameras	1,010,400	1,010,400	-	602,038	602,038	-
Projects Subtotal		244,766,036	243,430,367	(1,335,668)	216,217,561	211,543,713	1,425,976
0500	Measure D Program Expense	15,265,300	15,265,300	-	12,468,053	12,806,540	318,487
	Construction Cost Escalation Reserve	-	-	-	-	-	-
	District Wide Interim Housing Reserve	-	-	-	-	-	-
	Program Reserve	-	-	-	-	-	-
Program Expenses Subtotal		15,265,300	15,265,300	-	12,488,053	12,806,540	318,487
Total Project & Program		260,031,336	258,695,667	(1,335,668)	222,705,613	224,450,318	1,744,462
Program Balance (Unassigned Budgets)		3,934,352	4,370,021	1,335,668			
Total Program		263,065,688	263,065,688	0			

DATE: JUNE 1, 2021

TOPIC: PREVIEW OF TEXTBOOKS

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

<i>Adventures in Japanese 1 Online Textbook</i>	Hiromi Peterson, Naomi Hirano-Omizo, Jan Asato Cheng & Tsui Copyright 2015	All High Schools World Language Grade 9-12	\$59.99
<i>Adventures in Japanese 2 Online Textbook</i>	Hiromi Peterson, Naomi Hirano-Omizo, Jan Asato Cheng & Tsui Copyright 2015	All High Schools World Language Grade 9-12	\$67.99
<i>Adventures in Japanese 3 Online Textbook</i>	Hiromi Peterson, Naomi Hirano-Omizo, Jan Asato Cheng & Tsui Copyright 2015	All High Schools World Language Grade 9-12	\$72.99

Adventures in Japanese 1, 2, and 3 is a series of online textbooks that is an identical, digital alternative to the print version. The content meets California's new world language standards. These books have been reviewed for age appropriateness and educational content.

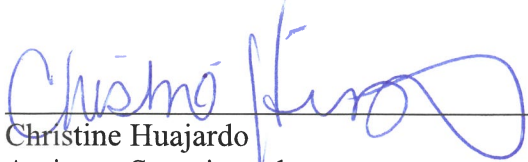
District Policy 6161.1 requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that these textbooks will be available to review through the Educational Services Department (Curriculum and Instruction Director) from June 1, 2021 through June 15, 2021. These textbooks will be presented to the School Board on June 15, 2021 for adoption.

RECOMMENDATION: The administration recommends adoption of these textbooks after the required preview period.

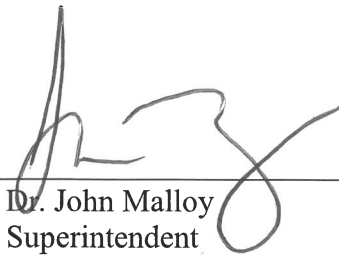
BUDGET IMPLICATIONS: District Instructional Material funds and/or site donations will be used to purchase these books.



Debra Petish
Director of Curriculum & Instruction



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

12.8

Item Number

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

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Item 12.9

DATE: JUNE 1, 2021

TOPIC: ADOPTION OF TEXTBOOK

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

<i>The Best We Could Do</i>	Harry N. Abrams Thi Bui Copyright 2017	All High Schools English Grade 10	\$16.99
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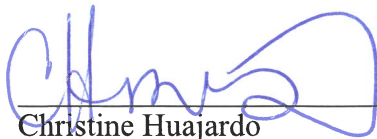
Thi Bui's *The Best We Could Do* is a graphic novel that captures the Vietnamese refugee experience; a counter-narrative to the prototypical immigration narrative. This book offers opportunities for conversations on using visual images for rhetorical analysis as well as how graphic novels can be used as a medium to express images for communities of color. It has won the American Book Award, was a national bestseller, and a 2017 National Book Critics Circle Finalist. This book has been previewed for age appropriateness and educational content.

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

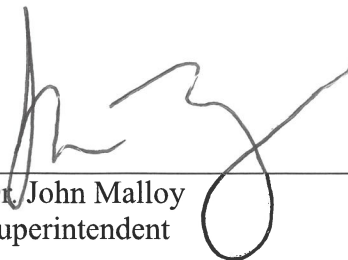
BUDGET IMPLICATIONS: District Instructional Material funds and/or site donations will be used to purchase this book.



Debra Petish
Director of Curriculum & Instruction



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

12.9

Item Number

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

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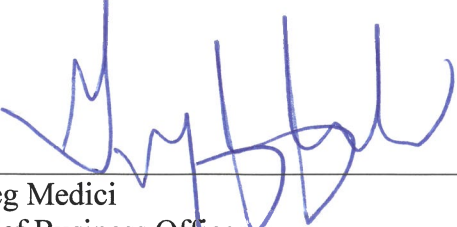
DATE: June 1, 2021

TOPIC: CONSIDERATION OF REJECTION OF CLAIM #593565 AGAINST THE DISTRICT


DISCUSSION: The District has received a claim for damages.

RECOMMENDATION: Staff recommends that the Board of Education reject this claim.

BUDGET IMPLICATIONS: None



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent