



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



**BOARD OF EDUCATION MEETING AGENDA**  
**February 11, 2020**

**4:00PM Closed Session**

**5:30PM Workshop**

**7:00PM Open Session**

Mark Jewett, Vice-President  
Susanna Ordway, Clerk

Greg Marvel, President

Ken Mintz, Member  
Rachel Hurd, Member

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

**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.

**Open Session:** Meetings of the Board of Education are held for board members to conduct the district's business in public. During board meetings, board members have opportunities to recognize individuals for exemplary accomplishments, to review reports from staff, employee groups, and partnership organizations, to discuss district policies and goals, and to act on items that need formal approval. Open session is audio and video recorded.

Individuals who wish to speak before the Board of Education are asked to submit a speaker card to the Board Secretary indicating the item that you wish to address. The Board President will call you forward when the item is introduced. If you are not speaking on a particular agenda item, the Board President will recognize you under non-agenda Public Comment. All comments must be limited to three minutes. By law, board members can only discuss items that are actually 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.

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

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

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



**CLOSED SESSION**  
**Superintendent's Conference Room**  
**February 11, 2020**  
**4:00PM**

- 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 Student Expulsion**
    - a) Case No. 02-19/20
    - b) Case No. 04-19/20
    - c) Case No. 07/19-20
  - 4.2 Conference with Legal Counsel – Existing Litigation**  
(Subdivision a) Section 54956.9 California Government Code)
    - a) 554734
    - b) 537603
    - c) SRVUSD vs CAL STRS – 34-2019-8000317
  - 4.3 Conference with Labor Negotiator – Agency Keith Rogenski**  
Assistant Superintendent Human Resources
    - a) SRVEA, CSEA, SEIU
  - 4.4 Public Employee Performance Evaluations**
    - a) Certificated and Classified Administrators
  - 4.5 Public Employee Discipline/Dismissal/Release**

**Adjournment**

**WORKSHOP**  
**Board Rooms**  
**February 11, 2020**  
**5:30PM**

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

- 1.0 **Call to Order**
  - 2.0 **Attendance**
  - 3.0 **Acceptance of Open Session Agenda** **Action**
  - 4.0 **Board Workshop**
    - 4.1 Presentation – Future General Obligation Bond & Parcel Tax Planning **Discussion**
- Adjournment**



**OPEN SESSION  
Board Rooms  
February 11, 2020  
7:00 PM**

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

- 5.0 Pledge of Allegiance/Attendance**
- 6.0 Report of Actions Taken in Closed Session**
- 7.0 Acceptance of Minutes**
  - 7.1 Minutes of January 21, 2020 **Action**
  - 7.2 Minutes of February 5, 2020 **Action**
- 8.0 Agenda Approval and Consent Action**
  - 8.1 Acceptance of Open Session Agenda **Action**
  - 8.2 Approval of Consent Agenda **Action**
- 9.0 Reports to the Board**
  - 9.1 Student Board Report – San Ramon Valley High School **Oral**
  - 9.2 Presentation – Montair Elementary School **Oral**
  - 9.3 Women’s History Month - March **Oral**
  - 9.4 Arts Education Month - March **Oral**
  - 9.5 Prescription Drug Abuse Awareness Month - March **Oral**
  - 9.6 Public Comment for Non-Agenda Items (Comments Limited to Three Minutes) **Oral**
  - 9.7 Association Presidents’ Comments **Oral**
- 10.0 Action Items/Public Hearings**
  - 10.1 Consideration of Adoption of Resolution No. 61/19-20, California Schools and Local Communities Funding Act of 2020 **Enclosure Action (Schmitt)**
  - 10.2 Permission to Pursue Savings through General Obligation Restructuring and Refinancing Options **Enclosure Action (Medici)**



**11.0 Consent Items**

- |       |   |                             |
|-------|---|-----------------------------|
| 11.1  | Consideration of Approval of Certificated Personnel Changes   | Enclosure<br><b>Consent</b> |
| 11.2  | Consideration of Approval of Classified Personnel Changes   | Enclosure<br><b>Consent</b> |
| 11.3  | Ratification of Warrants  | Enclosure<br><b>Consent</b> |
| 11.4  | Consideration of Approval of Contracts/Purchases Over \$50,000  | Enclosure<br><b>Consent</b> |
| 11.5  | Consideration of Rejection of Claim #580702 Against the District  | Enclosure<br><b>Consent</b> |
| 11.6  | Adoption of Textbook  | Enclosure<br><b>Consent</b> |
| 11.7  | Consideration of Approval of New Course Proposals – Artificial Intelligence Explorations, English 9: Justice and Community; English 11: Justice and Community; Media Leadership and Publication Management, Principles of Leadership and Community Organization, Spanish III: Food and Travel, Sports Broadcasting, Sports Management, The Psychology and Philosophy of Happiness | Enclosure<br><b>Consent</b> |
| 11.8  | Consideration of Approval of Out-of-State School Trip for Monte Vista High School Speech and Debate Students to the National Speech and Debate Tournament in Lexington, Kentucky – April 17-20, 2020  | Enclosure<br><b>Consent</b> |
| 11.9  | Consideration of Approval of Out-of-State School Trip for Dougherty Valley High School Robotics Students to the VEX World’s Competition in Louisville, Kentucky – April 21-26, 2020   | Enclosure<br><b>Consent</b> |
| 11.10 | Consideration of Approval of Out-of-State School Trip for Monte Vista High School Speech and Debate Students to the National Speech and Debate Tournament in Albuquerque, New Mexico – June 13-20, 2020   | Enclosure<br><b>Consent</b> |
| 11.11 | Consideration of Approval of the 2020-2021 and 2021-2022 S.I.T.E.S.: SR Infant/Toddler Instructional Calendars  | Enclosure<br><b>Consent</b> |
| 11.12 | Ratification of Facilities and Operations Contracts   | Enclosure<br><b>Consent</b> |
| 11.13 | Consideration of Approval of Revisions to the Measure D Master Program Budget   | Enclosure<br><b>Consent</b> |
| 11.14 | Consideration of Approval of Bid Award for Charlotte Wood Middle School Modernization – Increment 1   | Enclosure<br><b>Consent</b> |
| 11.15 | Consideration of Adoption of Resolution No. 59/19-20, Approving the Support of Applications for Eligibility Determination and Funding Authorization to Sign Applications and Associated Documents   | Enclosure<br><b>Consent</b> |

**12.0 Administrative Matters**

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12.1 Board Members' Reports

12.2 Superintendent's Report

**Adjournment**

BOARD OF EDUCATION MEETING  
January 21, 2020  
MINUTES

The audio and video from this meeting can be found on the District website at [www.srvusd.net](http://www.srvusd.net).  
The audio timestamp associated with the agenda item is noted under the title

- 1.0 Call to Order** The Board of Education held its regular meeting at the Education Center. The meeting was called to order at 5:00PM in the Board Rooms.
- 2.0 Attendance** Board Members Present: Board President Greg Marvel, Board Vice President Mark Jewett, Board Clerk Susanna Ordway, Board Members Ken Mintz and Rachel Hurd.
- Administrators Present: Superintendent Rick Schmitt, Chief Business Officer Greg Medici, Assistant Superintendents Keith Rogenski and Christine Huajardo, Executive Directors Melanie Jones and Danny Hillman, Directors Chris George and Ken Nelson and Recording Secretary Cindy Fischer. Legal Representation via telephone from Mark Davis of Davis & Young.
- 3.0 Acceptance of Closed Session Agenda and Public Comment** The closed session agenda was accepted and opened for public comment.  
See Item 6.0 for action taken.
- 4.0 Closed Session** The closed session was adjourned at 7:04PM.
- 5.0 Open Session** Board President Greg Marvel reconvened the meeting in open session at 7:06PM.
- Pledge of Allegiance/Attendance** Board Members Present: Board President Greg Marvel, Board Vice President Mark Jewett, Board Clerk Susanna Ordway, Board Members Ken Mintz and Rachel Hurd.
- Administrators Present: Superintendent Rick Schmitt, Chief Business Officer Greg Medici and Assistant Superintendents Keith Rogenski and Christine Huajardo
- Others Present: Executive Directors Melanie Jones, Danny Hillman, Nadine Rosensweig and Jon Campopiano, Director Chris George, Recording Secretary Cindy Fischer and 100 visitors attended.
- 6.0 Report of Action Taken in Closed Session (1.00)** The Board upheld staff recommendation regarding student expulsion 03/19-20. (5/0)
- 7.0 Acceptance of Minutes (1.19)** On a motion by Rachel Hurd seconded by Ken Mintz, the January 7, 2020 minutes were approved. (5/0)
- 8.0 Agenda Approval and Consent Action** On a motion by Mark Jewett seconded by Susanna Ordway, the January 14, 2020 minutes were approved. (5/0)
- 8.1 Acceptance of Open Session Agenda (1.42)** On a motion by Ken Mintz seconded by Rachel Hurd, the open session agenda was approved. (5/0)
- 8.2 Approval of Consent Agenda (1.53)** On a motion by Susanna Ordway seconded by Mark Jewett, the consent agenda was approved. (5/0). Board Member Mintz recused himself of any items under 11.3 regarding ongoing business with AT&T or other telecommunication providers.

- 9.0 Reports to Board**
- 9.1 Student Board Report – Venture High School (2.43)** Adeep Abaassi student at Venture High School gave the report.
- 9.2 Presentation – Diablo Vista Middle School (9.19)** Principal Becky Ingram shared highlights at Diablo Vista noting it is their twentieth year. She shared CAASPP English and math scores, information about Eagle Plus Time and teacher action teams.
- 9.3 National School Counseling Week – February 3-7 (33.33)** Assistant Superintendent Christine Huajardo shared the theme of National School Counseling Week is “School Counselors Helping Build Better Humans”.
- 9.4 Words Matter Week – February 3-7 (34.47)** Ms. Huajardo stated that Words Matter Week is a District-wide initiative to bring awareness to how words impact how we feel.  
Public Comment: Helen
- 9.5 Governor’s 2020-21 Budget Proposal (38.20)** Executive Director Danny Hillman shared highlights from the Governor’s proposed budget  
Public Comment: Helen
- Item 9.8 was moved to accommodate the students in the audience.
- 9.6 Annual Enrollment Projections (1.48.40)** Chief Business Officer Greg Medici reviewed enrollment trend date through year 2026/27 relative to fiscal, staffing and facilities.  
Public Comment: Helen
- 9.7 Polling Update (2.22.23)** Mr. Medici along with Jared Boigon from TBW and Sarah LaBatt from EMC Research reviewed the survey results of the San Ramon Valley Unified School District voters.  
  
On a motion by Ken Mintz seconded by Susanna Ordway the Board voted to extend the meeting time to 10:30PM. (5/0)  
  
Public Comment: Helen
- 9.8 Public Comment for Non-Agenda Items (1.08.35)**  
**Note: moved to follow 9.5**  
Iziyah Robinson  
Jordan Scates  
Tana Zifodya  
Sophia Neumer  
Sydney Wanguhu  
Paige McKindra  
Harrison Wharton –did not speak left message on speaker card  
Kathy Dillingham  
Maria Vandarakis  
Lynn Kaa Sook  
Kelly Ryan  
Helen
- 9.9 Association Presidents’ Comments (3.09.27)** CSEA President Tami Castelluccio  
SRVEA President Ann Katzburg  
  
On a motion by Rachel Hurd seconded by Susanna Ordway the Board voted to extend the meeting time to 10:40PM. (5/0)
- 10.0 Action Items/Public Hearings**
- 10.1 Consideration of Adoption of Resolution No. 56/19-20, Recognition of Fund Education Now Week (3.22.47)** On a motion by Rachel Hurd seconded by Ken Mintz the Board adopted Resolution No. 56/19-20 (5/0)

- 10.2 Consideration of Adoption of Resolution No. 51/19-20, Approval of Provisional Internship Permit (PIP) Request(s)**  
*(3.23.42)* On a motion by Ken Mintz seconded by Rachel Hurd the Board adopted Resolution No. 51/19-20 (5/0)
- 10.3 Consideration of Acceptance of the Independent Financial Audit for the 2018-19 Fiscal Year Ending June 30, 2019**  
*(3.24.01)* On a motion by Rachel Hurd seconded by Susanna Ordway the accepted the independent financial audit for the 2018-19 fiscal year ending June 30, 2019. (5/0)  
Mr. Mintz noted the expiration dates were not correct for Board members on page 80.
- 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 Purchase Orders
  - 11.5 Consideration of Approval of Contracts/Purchases Over \$50,000
  - 11.6 Consideration of Adoption of Resolution #54/19-20, Approving Routine Budget Revisions
  - 11.7 Consideration of Adoption of Resolution #52/19-20, Notice of Completion for Vista Grande Elementary School Modernization – S&H Construction Inc.
  - 11.8 Consideration of Adoption of Resolution #53/19-20, Notice of Completion for Rancho Romero Elementary School Modernization – W.A. Thomas Co., Inc.
  - 11.9 Preview of Textbook
  - 11.10 Consideration of Adoption of Resolution #55/19-20, Student Teacher Agreements for the 2019-20 School Year
- 12.0 Administrative Matters**
- 12.1 Board Member's Reports**  
*(3.26.16)* Board members shared their reports and comments, noting attendance at the following:  
  
Board Member Hurd will be attending the CCCSBA meeting at the County Office on January 30, 2020 and asked Board members and staff to place PTA Advocacy Day, April 24, 2020 on their calendars.
- 12.2 Superintendent's Report**  
*(3.26.52)* Superintendent Schmitt did not report
- Adjourned** Open session adjourned at 10:34PM.  
  
The Board reconvened in closed session from 10:37PM to 10:58PM.

**BOARD OF EDUCATION MEETING - SPECIAL**  
January 14, 2020  
MINUTES

- 1.0 Call to Order** The Board of Education held a special closed session meeting at the Education Center. The meeting was called to order at 3:03PM in the Board Rooms.
- 2.0 Attendance** Board Members Present: Board President Greg Marvel, Board Vice President Mark Jewett, Board Clerk Susanna Ordway, Board Members Ken Mintz and Rachel Hurd.
- Administrators Present: Superintendent Rick Schmitt, Chief Business Officer Greg Medici, Assistant Superintendents Keith Rogenski and Christine Huajardo, and Executive Directors Melanie Jones, Danny Hillman and MaryAnn Frates. Director of Instructional Services & District Communications Chris George and Recording Secretary Cindy Fischer. Legal Representation via telephone from Mark Davis of Davis & Young
- 3.0 Acceptance of Closed Session Agenda and Public Comment** The closed session agenda was accepted and opened for public comment. There was no public comment.
- 4.0 Closed Session**
- Adjourned** 5:32PM

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

2/11/20  
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Item 10.1

**DATE:** February 11, 2020

**TOPIC:** **CONSIDERATION OF ADOPTION OF RESOLUTION NO. 61/19-20,  
CALIFORNIA SCHOOLS AND LOCAL COMMUNITIES FUNDING ACT  
OF 2020**

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**DISCUSSION:** Educational funding in the State of California continues to be insufficient when compared to the national average in per-pupil funding and insufficient when it comes to the San Ramon Valley Unified School District's desire to serve all of our students. This year, the California Schools and Local Communities Funding Act of 2020, also known as the Schools and Communities First Initiative is anticipated to be on the November 2020 ballot. This initiative, currently gathering signatures for a revised version, will restore \$12 billion a year for services throughout the State of California, including \$4.5 billion for K-12 education and community colleges. This restoration will come through a reform in commercial property taxes, which will concurrently guarantee the existing protections for residential property and agricultural land.

**RECOMMENDATION:** Staff recommends the Board adopt Resolution No. 61/19-20, California Schools and Local Communities Funding Act of 2020

**BUDGET IMPLICATIONS:** None



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Rick Schmitt  
Superintendent

10.1

Item Number

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 61-19/20  
CALIFORNIA SCHOOLS AND LOCAL COMMUNITIES FUNDING ACT OF  
2020**

Whereas, since the passage of Proposition 13 in 1978, school funding in California has experienced severe limitations in what was once the main source of funding for schools, the property tax;

Whereas, per-pupil support, which relies on state funding, has declined from the top 10 in the nation to the bottom quarter;

Whereas, school funding in California is \$2,400 per pupil less than the national average and \$10,000 per pupil below top-funded states, while California's cost of living is among the highest in the nation;

Whereas, staffing ratios for certificated educators, classified support staff, and administrators in California are among the highest in the nation;

Whereas, public schools in California face challenges in providing an equitable and fair education for all students;

Whereas, the measure provides approximately \$4.5 billion annually for K-12 schools;

Whereas, the measure will provide funding to all school districts, over and above Proposition 98 funding, and following the local control funding formula for all students.

Therefore, be it resolved that, should it appear on the ballot, the San Ramon Valley Unified School District endorse the California Schools and Local Communities Funding Act of 2020 for a ballot measure in November 2020.

**BE IT FURTHER RESOLVED** that the San Ramon Valley Unified School District Board of Education will support the California Schools and Local Communities Funding Act of 2020 in its current form once it appears on the ballot.

**PASSED AND ADOPTED** by Governing Board of the SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT, at a meeting of the Governing Board held February 11, 2020, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Rick Schmitt  
Secretary to the Board of Education of the  
San Ramon Valley Unified School District  
of Contra Costa County, State of California



**DATE:** February 11, 2020

**TOPIC:** PERMISSION TO PURSUE SAVINGS THROUGH GENERAL  
OBLIGATION RESTRUCTURING AND REFINANCING OPTIONS

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**DISCUSSION:** The district is exploring options related to restructuring and refinancing the existing General Obligation Bond debt. Interest rates have declined over the past two months, and if this continues, rates and yields may hit all-time lows giving us the opportunity to save our community millions of dollars.

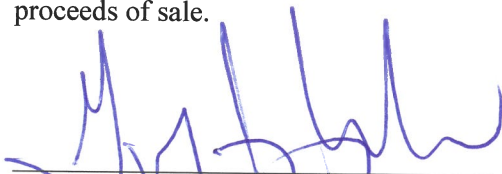
The General Obligation Bonds “GO Bonds” being considered are the General Obligation Refunding Bonds, Series 2012 (“2012 Refunding Bonds”). The 2012 Refunding Bonds are callable at par value beginning August 1, 2022. Approximately \$100 million of 2022 callable bonds are outstanding through year 2029.


It is important to note that the potential restructuring and refinancing being explored will not extend the life of the original 2012 Refunding Bonds.

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**RECOMMENDATION:** Authorize the staff to pursue restructuring and refinancing options and authorize staff to execute necessary documents to bring back to the Board for additional action.

**BUDGET IMPLICATIONS:** Any new bonds will continue to be paid from property taxes levied on property within the district’s boundaries. No General Fund implication. Costs of Issuance are paid from proceeds of sale.

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

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

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

**DATE: February 11, 2020**

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

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**DISCUSSION:**

The attached personnel changes require Board approval.

**RECOMMENDATION:**

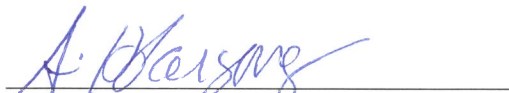
The Administration recommends approval of the Certificated Personnel Changes.

**BUDGET IMPLICATIONS:**

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



Keith Rogenski  
Assistant Superintendent  
Human Resources



Aileen Parsons  
Director  
Human Resources



Rick Schmitt  
Superintendent

Item Number

11.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - February 11, 2020

**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>
Stephanie	Lassalle	Teacher, Resource	1.000	CR	01/31/20	Resignation
Thomas	Martin-Edwards	Assistant Principal, High	1.000	SR	06/10/20	Resignation

**2019-20 Leaves of Absence**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Judith	Kerns*	Teacher, Middle	1.000	SV	08/13/19-06/01/20

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

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Kortney	Aronson	Teacher, Resource	1.000	TC	01/06/20-06/01/20
Amelia	Caldwell	Teacher, Middle	1.000	SV	08/30/19-06/01/20
Megan	Chilkotowsky*	Teacher, Elementary	0.600	TC	09/30/19-06/01/20
Jennifer	Dickerson	Teacher, Elementary	1.000	HH	12/06/19-02/18/20
Siena	Ellis	Teacher, Middle	1.000	GR	11/18/19-01/20/20
Andrea	Fredrickson	Teacher, Elementary	1.000	HH	01/07/20-02/17/20
Anelyse	George*	Teacher, Elementary	1.000	MT	10/14/19-06/01/20
Lindsey	Gilbert	Teacher, Special Ed	1.000	BV	11/04/19-03/29/20
Jessica	Heagle	Teacher, High	1.000	CH	12/02/19-01/05/20
Kent	Heckenlively	Teacher, Middle	1.000	GR	12/09/19-12/20/19
Tara	Hegarty*	Teacher, Elementary	1.000	AL	08/09/19-04/19/20
Amanda	Holt	Teacher, Elementary	1.000	TC	01/13/20-06/01/20
Rick	Latorra	Teacher, High	0.600	DH	12/06/19-01/12/20
Helen	Lee	Teacher, Elementary	1.000	QR	01/07/20-06/01/20
Holly	Leidheisl-Balko*	Teacher, Elementary	1.000	CC	12/02/19-03/12/20
Shannon	Mullally	Speech Therapist	0.600	MT	12/17/19-02/02/20
Patricia	Slomowitz	Teacher, Middle	1.000	SV	11/14/19-12/10/19
Jenna	Tooliatos	Teacher, Special Ed	1.000	CC	12/09/19-05/10/20

**2019-20 Request for Certification Waiver**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Robyn	Blackburn	Long Term Sub Counselor, High	0.650	DH	02/10/20

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

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Karen	Cleary	Teacher, Elementary	0.600	TC	09/30/19-09/01/20
Stephanie	Gross	Teacher, Middle	1.000	SV	01/25/20-06/01/20
Michelle	Guidi	Teacher, Resource	0.500	TC	01/06/20-06/01/20
Laurie	Koran	Teacher, Middle	1.000	SV	12/21/19-06/01/20
Nanci	Oberg	Teacher, Resource	0.500	TC	01/06/20-06/01/20
Laila	Rahmatti	Teacher, Special Ed	1.000	CR	01/16/20-06/01/20
Nehal	Shah	Teacher, Elementary	1.000	HH	01/29/20-06/01/20
Elizabeth	Watkin	Teacher, High	1.000	DH	01/20/20-06/01/20

**2019-20 Categorical/Externally Funded Employment**

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>
Rachel	Mccutchen	Teacher, Elementary	0.200	JB	01/13/20-06/01/20

\*Revision

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - February 11, 2020

**Substitute Employment**

<u>First</u>	<u>Last</u>	<u>Effective Date</u>
Marilyn	Baggett	01/08/20
Samantha	Bishop	01/22/20
Patricia	Ceci	01/21/20
Claire	Garrahan	01/22/20
Gabrielle	Gee	01/23/20
Roger	Haley	01/29/20
Shannon	Hare	01/27/20
Richard	Henriquez	01/13/20
Sarah	Kendroud	01/17/20
Parker	Lauer	01/29/20
Kimberly	Marasco	01/29/20
Luke	Martin	01/09/20
Dana	Mentink	12/02/19
Adrian	Modaressi	01/22/20
Elena	Neufeld	01/27/20

**Substitute Employment - Continued**

<u>First</u>	<u>Last</u>	<u>Effective Date</u>
George	Nicula	01/13/20
Trevor	Newton	01/16/20
Katrina	Noud	01/29/20
Ganesa	Saur	01/14/20
Kristen	Semelius	01/13/20
Jenna	Siegel	01/23/20
Laura	Vranas	01/09/20
Julie	Watkin	01/15/20
Bradley	Zenoni	01/16/20

**Coach Employment**

<u>First</u>	<u>Last</u>	<u>Sport</u>	<u>Location</u>
Jeffrey	Huettenhain	Assistant Freshman Football	CH

**Coach Resignations/Separations**

<u>EID</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
10977	MV	01/23/20	Separation
16927	DH	01/13/20	Separation

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

**DATE:** February 11, 2020

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

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**DISCUSSION:**

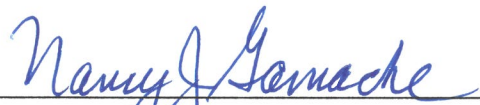
The attached personnel changes require Board approval.

**RECOMMENDATION:**

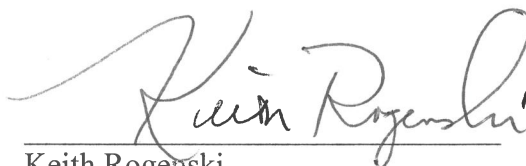
The Administration recommends approval of the Classified Personnel Changes.

**BUDGET IMPLICATIONS:**

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



Nancy J. Gamache  
Director, Human Resources



Keith Rogenski  
Assistant Superintendent, Human Resources



Rick Schmitt  
Superintendent

11.2

Item Number

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - February 11, 2020

**Separation**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Lan	Lau	Account Clerk III	SE	Retire	02/20/20
Richa	Hussain	Autism Specialist Para	TC	Resign	01/25/20
Ian	Mitchell	Autism Specialist Para	WR	Resign	01/10/20
Junglim	Kim	Child Nutrition Assistant	MV	Resign	01/25/20
Arlene	Taylor	Child Nutrition Assistant	CH	Resign	01/24/20
Laura	Rasmusson	Classroom Para			
		and Classroom Para Combo Support	TC	Resign	02/15/20
Linda	Turner	Classroom Para	TH	Resign	01/15/20
Jane	Rad	Custodian	WR	Retire	03/12/20
Sheri	Glaser	Director II, Transportation	TRAN	Retire	07/01/20
Katryn	Alessandri	Library Media Coordinator	GR	Resign	02/20/20
Michele	Shaw	Library Media Coordinator	QR	Retire	04/13/20
Anjum	Kandru	Noon Duty Supervisor	GV	Resign	01/15/20
Kevin	O'Brien	Noon Duty Supervisor	CW	Resign	01/23/20
Terri	Sutak	School Office Manager, Elementary	GL	Retire	04/16/20
Catherine	Elliott	Special Education Para	HH	Resign	01/17/20
Karissa	Schnupp	Special Phy Health Care Assistant	ES	Resign	01/25/20

**Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Subhashini	Gajjala	Autism Specialist Para	BC	29.50	Cat.	01/15/20
Brittany	Hankins	Autism Specialist Para	BC	29.50	Cat.	01/09/20
Carrie	Hanna	Autism Specialist Para	WR	29.50	Cat.	01/27/20
Urmimala	Sil	Autism Specialist Para	GL	29.50	Cat.	01/22/20
Ramanpreet	Tak	Autism Specialist Para	LO	17.50	Cat.	01/13/20
Shannon	Kennedy	Child Nutrition Assistant	DH	18.75	Dist.	01/27/20
Eshal	Taimoor	Child Nutrition Assistant	CK	17.50	Dist.	01/16/20
Kriti	Basandra	Instructional Assistant	GV	15.00	Ext.	01/21/20
Daniela	Galaz	Instructional Assistant	VG	19.50	Ext.	01/15/20
Ana	Christiansen	Noon Duty Supervisor	GL	6.60	Dist.	01/07/20
Sarah	Chung	Noon Duty Supervisor	GR	11.00	Dist.	01/21/20
Nada	Huseni	Preschool Paraprofessional	LO	17.50	Cat.	01/10/20
Stephen	Ing	School Technology Instructional Asst.	MT	18.00	Ext.	01/08/20
Marivic	Caritan	Special Education Para	MT	29.00	Cat.	01/15/20
Haya	Haddad	Special Education Para	GB	13.00	Cat.	01/14/20

**Voluntary Change in Classification**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Therese	Woodruff	Bus Driver	TRAN	25.00	Cat.	
		to Department Secretary	SE	40.00	Cat.	02/24/20
Shamin	Cassiere	Lead Child Nutrition Assistant	NA	18.75	Dist.	
		to Child Nutrition Assistant	CPCH	35.00	Dist.	01/27/20
Aparna	Bhayana	Noon Duty Supervisor	QR	10.00	Dist.	
		to Classroom Para	HH	19.50	Ext.	01/23/20

**Voluntary Change in Classification (continued)**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Christina	Grabowsky	Counselor Tech/Registrar, Middle Sch to School Office Manager, Middle School	LC LC	40.00 40.00	Dist. Dist.	01/27/20
Sujata	Nyamagoudar	Noon Duty Supervisor to Special Education Para	GR GR	11.00 29.50	Dist. Cat.	01/21/20
Tami	Castelluccio	School Office Manager, Middle School to Executive Secretary	LC ES	40.00 40.00	Dist. Dist.	01/27/20
Sepideh	Zareparsy	Special Education Para to Autism Specialist Para	CC GB	29.00 27.00	Cat. Cat.	01/27/20

**Increase in FTE**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Aimee	LeGate	Autism Specialist Para to Autism Specialist Para	BC BC	29.50 35.00	Cat. Cat.	01/21/20
Caecilia	Carolina	Child Nutrition Assistant to Child Nutrition Assistant	GR GR	17.50 18.75	Dist. Dist.	01/09/20
Maneeta	Singh	Child Nutrition Manager to Child Nutrition Manager	GR GR	35.00 37.50	Dist. Dist.	11/14/19
Shawn	Sakamoto	Instructional Assistant to Instructional Assistant	TH TH	16.00 19.98	Ext. Ext.	01/13/20
Lori Ann	Mitchell	Library Media Coordinator to Library Media Coordinator	CH CH	24.50 30.50	Dist. & Ext. Dist. & Ext.	01/14/20
Since	Hermann	Special Phy Health Care Assistant to Special Phy Health Care Assistant	DA DA	29.52 37.02	Cat. Cat.	11/15/19

**District Initiated Transfer**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Larry	Candeub	Autism Specialist Para + Rider to Autism Specialist Para	DA SR	38.00 30.50	Cat. Cat.	01/28/20
Dean	Brkic	Custodian to Custodian	CUST CK	40.00 40.00	Dist. Dist.	01/30/20

**Voluntary Unpaid Leave of Absence**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Eff Date</u>	<u>End Date</u>
Jody	Brown	Child Nutrition Assistant and Crossing Guard	BC BC	01/14/20 01/14/20	02/12/20 02/12/20

**Return from 39 Month Re-Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Erika	Agraz	Lead Custodian	QR	40.00	Dist.	01/29/20

**Classified Employment - Other**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Joseph	Decredico	Lifeguard	Hire	01/15/20
Kyler	Haket	Lifeguard	Hire	01/27/20
Eliana	Levy	Student Worker	Hire	01/23/20
Wesley	Ma	Substitute Bus Driver	Hire	01/27/20
Leanne	Gee-Lew	Substitute Child Nutrition Assistant	Resign	01/24/20
Luisa	Yuzon	Substitute Crossing Guard	Add	01/15/20
Gabriela	Gonzales	Substitute Instructional Assistant	Hire	01/08/20 - 05/22/20
Shyamala	Prakash	Substitute Para	Add	08/23/19
Caroline	Morales	Substitute Para	Add	11/04/19
Laura	Rasmusson	Substitute Para	End	02/15/20



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

2/11/20  
Page 21 of 119  
Item 11.3

DATE: February 11, 2020


TOPIC: RATIFICATION OF WARRANTS


DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates: January 8, 2020 through January 31, 2020. Detailed warrant registers are available in the District's Business Office for public inspection.

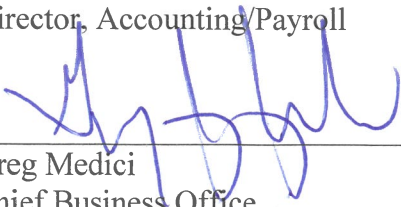
Fund Number	Fund Name	Vendor Warrants	Salary Warrants	Total
1	General Fund	3,215,523.57	12,279,952.41	13,125,822.64
5	Warrant Pass Through Fund	13,237,375.92		13,237,375.92
13	Child Nutrition Fund	185,504.58	175,341.55	360,846.13
21	Building Fund	1,904,112.41	93,571.39	1,997,683.80
25	Capital Facilities Fund	3,203.75		3,203.75
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	250,944.11	52,130.56	303,074.67
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	269,775.24		269,775.24
71	Retiree Benefit Fund			-
76	Warrant Pass Through Fund	732.44		732.44
77	Payroll A/P Clearing			-
	Total All Funds	19,067,172.02	\$12,600,995.91	\$31,668,167.93

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

BUDGET IMPLICATIONS: As noted above.

  
Lori Benetti  
Director, Accounting/Payroll

  
Rick Schmitt  
Superintendent

  
Greg Medici  
Chief Business Office

11.3  
Item Number

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

**DATE:** February 11, 2020

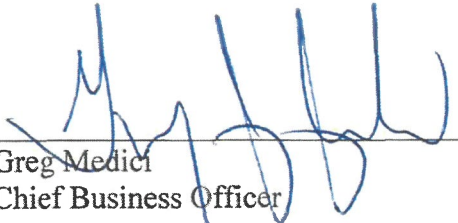
**TOPIC:** CONSIDERATION OF APPROVAL OF CONTRACTS/PURCHASES  
OVER \$50,000


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

Vendor	Item	Amount	Funding
MRC/Xerox	(3) Five Yr. Copy Machine Leases including maint. for Duplicating Dept.	\$450,000	Duplicating Dept
Frank & Grossman	Landscape Contractor	\$55,000	Grounds
ATI Architects	Additional architectural services for SVMS mod project	\$66,625	Measure D
CDW-G	(770) Chromebooks	\$214,748	Technology
SunPower	Repair of Wiring at MVIIS	\$90,024	Maintenance
DiPietro & Assoc.	(46) AED's	\$51,170	RR Maintenance

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

**BUDGET IMPLICATIONS:** As stated above.

  
Greg Medici  
Chief Business Officer

  
Rick Schmitt  
Superintendent

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

2/11/20  
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Item 11.5

**DATE:** February 11, 2020

**TOPIC:** CONSIDERATION OF REJECTION OF CLAIM #580702 AGAINST THE DISTRICT

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**DISCUSSION:** The District has received a claim for damages.

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

**BUDGET IMPLICATIONS:** None



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Greg Medici  
Chief Business Officer



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Rick Schmitt  
Superintendent

**DATE: FEBRUARY 11, 2020**

**TOPIC: ADOPTION OF TEXTBOOK**

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

<i>Long Way Down</i>	Atheneum Jason Reynolds Copyright 2017	All High Schools Reading 9 Grades 9	\$6.97
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*Long Way Down* will be used as a starter novel in the Reading 9 Intervention class.

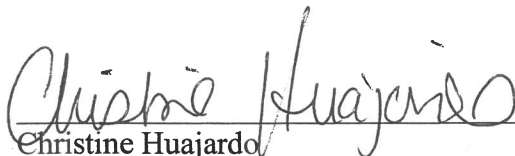
**RECOMMENDATION:** The administration recommends adoption of these textbooks after the required preview period. Such adoption is to include approval of use of ancillary materials such as workbooks, resource binders, tests, audiotapes, and other materials designed to supplement this book.

**This book has been reviewed by Common Sense Media.**

**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



Rick Schmitt  
Superintendent

11.6  
Item Number

**DATE: FEBRUARY 11, 2020**

**TOPIC: CONSIDERATION OF APPROVAL OF NEW COURSE PROPOSALS – ARTIFICIAL INTELLIGENCE EXPLORATIONS, ENGLISH 9: JUSTICE AND COMMUNITY, ENGLISH 11: JUSTICE AND COMMUNITY, MEDIA LEADERSHIP & PUBLICATION MANAGEMENT, PRINCIPLES OF LEADERSHIP AND COMMUNITY ORGANIZATION, SPANISH III: FOOD AND TRAVEL, SPORTS BROADCASTING, SPORTS MANAGEMENT, THE PSYCHOLOGY AND PHILOSOPHY OF HAPPINESS.**

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**DISCUSSION:**

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

Continued on next page.



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Debra Petish  
Director, Curriculum and Instruction



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Christine Huajardo  
Assistant Superintendent



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Rick Schmitt  
Superintendent

11.7

Item Number

### **Middle School Courses**

**Artificial Intelligence Explorations** – This is a course that will teach students to describe models of intelligent behavior and what distinguishes humans from machines; describe the major areas of intelligent computing, including perception, proximity, processing, and control; know artificial intelligence methods such as neural networks, Bayesian inferences, fuzzy logic, and finite state machines; implement artificial intelligent behavior through various methods: mathematical modeling, reinforcement learning, and probabilistic analysis. There are no new costs associated with this course. *One semester.*

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

### **High School Course**

**English 9: Justice and Community** – This college preparatory course seeks to promote empathy and understanding through the study of literature while focusing on social justice issues and critical thinking skills. The classroom culture will a) encourage students to approach issues from multiple viewpoints, b) examine issues from all sides and, c) support students in using research-based evidence to draw conclusions. There are no new costs associated with this course. *Two semesters. This course or English 9 can be used to satisfy one year of English credit.*

**English 11: Justice and Community** – This college preparatory course is designed to approach literature through lenses of justice, marginalization, equity, and power. The classroom culture will a) encourage students to approach issues from multiple viewpoints, b) examine issues from all sides and, c) support students in using research-based evidence to draw conclusions. The course work will require comprehension and analysis of classic and contemporary novels, as well as a range of multimedia texts, including documentaries, images, articles, short stories, and plays. There are no new costs associated with this course. *Two semesters. This course or English 11 can be used to satisfy one year of English credit.*

**Media Leadership & Publication Management** – This course will introduce students to the theories and principles of leadership and community organization. Leadership skills include effective communication, active listening, conflict resolution, emotion management, empathy, and how to be an effective role model. Community organization skills include decision making, public speaking, motivational leadership, budgeting, and even planning. All viewpoints will be discussed and analyzed. Students will implement these skills as they lead small groups of incoming freshmen through Orientation Day and throughout the school year. There are no new costs associated with this course. *Two semesters. This course can be used to satisfy one year of Electives credit.*

Preview of New Course Proposals, February 11, 2020 continued:

**Principles of Leadership and Community Organization** – This college preparatory course is designed to approach literature through lenses of justice, marginalization, equity, and power. The course work will require comprehension and analysis of a wide variety of classic and contemporary novels, as well as a range of multimedia texts, including documentaries, images, articles, short stories, and plays. Students should be able to demonstrate the ability to be open-minded, consider multiple viewpoints and support opinions with evidence. There are no new costs associated with this course. *Two semesters. This course can be used to satisfy one year of Electives credit.*

**Spanish III: Food and Travel** – This course further develops students' skills in speaking, understanding, reading and writing Spanish. There is a focus on the vocabulary, speaking and writing skills and the cultural awareness that will prepare students to travel or live in Spanish-speaking countries or to use the Spanish language effectively in careers related to the travel, hospitality or culinary fields. The estimated start-up cost is \$1,000, in addition to the annual recurring cost of \$900. Funding will be provided through SRVUSD Educational Services, site discretionary funds, department funds, site council grants, fundraising and donations. *Two semesters. This course can be used to satisfy one year of World Language credit.*

**Sports Broadcasting** – This course is designed to provide students with an introduction to sports broadcasting. Theory and hands-on activities include: announcing, creating sports highlight and reporting packages, filming sporting events, and sports production script writing. Students will gain the necessary skills to continue their education in the field of sports broadcasting at the college level as well as the option of internships and entry-level employment in sports broadcasting. The start-up cost is \$5,000. Funding will be provided through CTE Perkins funds. *Two semesters. This course can be used to satisfy one year of Electives or CTE credit.*

**Sports Management** – This course is designed for students to learn necessary steps to run athletic events, including: facilities set-up, equipment maintenance, emergency action plans, program development, logo design, and press releases. In addition, the course will focus on following technological production, website design and maintenance, and appropriate use of technological data for live events. There is no estimated start-up cost. *Two semesters. This course can be used to satisfy one year of Electives credit.*

**The Psychology and Philosophy of Happiness** – This introductory course to the field of Positive Psychology and Philosophy. Positive Psychology is the scientific study of human happiness, well-being, and strength of character while Philosophy studies the fundamental questions of existence, knowledge, reason, and the mind. This course will cover: defining and measuring happiness; interpreting beliefs; different philosophical views of happiness; developing healthy self-esteem; mindfulness; mental habits of happiness; compassion and kindness; forming positive habits, social support structures, and healthy relationships. Students will engage in detailed analysis of these concepts and gain an understanding of the research behind the concepts. There is no estimated start-up cost or estimated reoccurring costs. *Two semesters. This course can be used to satisfy one year of Electives credit.*





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

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

Submitting School(s): Los Cerros

New Course Title: Artificial Intelligence Explorations		This course replaces course #:	
Previous Course Title:		For School Year: 2020-21	CBEDS CTE: <input type="checkbox"/> Yes <input type="checkbox"/> No
Course Length: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input type="checkbox"/> 10	
Prerequisite(s) for this Course: none			

DEPARTMENT				SUBJECT AREA			
<input type="checkbox"/> English	010	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> Physical Science	H
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Foreign Lang.	I
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Foreign Language	080	<input type="checkbox"/> World History	C	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Science	040	<input checked="" type="checkbox"/> Electives	090	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> ROP	100	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Ed	L
				<input type="checkbox"/> Economics	F	<input type="checkbox"/> Health	M
				<input type="checkbox"/> Life Science	G	<input checked="" type="checkbox"/> Electives	N

COURSE FUNDING - Cost Neutral courses will be given priority		
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If Yes, how much?	
Start-up cost including books, materials, equipment: \$ 0	Funding Source:	
Annual reoccurring costs for the course: \$ 0	Funding Source:	

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS/APPROVALS				
POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Rae Anne Crandall	LC	<i>Rae Anne Crandall</i>	1/27/2020
Department Chair:				
Counselor:	Nancy Mahoney		<i>Nancy Mahoney</i>	1/27/20
Department Admin:				
Principal:	Andy Briggs		<i>Andy Briggs</i>	1/27/2020
List Other Schools' Department Chairs Who Have Been Contacted:	Gale Ranch, Iron Horse, Diablo Vista, Stone Valley			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council: <i>MP</i>		1/13/2020
Ed Services Council: <i>MP</i>		1/15/2020
BOE President:		
First reading date: _____	Board approval date:	
Date CRS added to Course IC Directory:	By:	
Date CRS info reported to schools:	By:	



**Course Title:** Artificial Intelligence Explorations

**NEEDS STATEMENT/NEEDS ASSESSMENT**

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

There are over 60 model curriculum standards for Information Technology. We cannot squeeze them all into the existing computer science and computer projects class.

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

Occupations that involve artificial intelligence are among those with the highest future growth along with high salaries but with few people entering the career pathway. <https://www.onetonline.org/link/summary/15-1111.00>  
Chatbots and digital assistants are ever increasing in the world today. Students need exposure to the concepts and skills necessary to program both virtual and physical examples of artificial intelligences as a part of a rich information technology career tech program. AI involves as much study of human behavior as it does programming and design. Designing AI applications involves a wide variety of skills including oral and written communication, critical thinking and problem solving, ethics, creativity and innovation, digital citizenship, and project management.

**EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM**

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

Students who take semester long electives classes in the middle school have the opportunity to take 8 electives over their 7th and 8th grade year. There are many students who are only interested in tech classes. If we were to have 8 different tech electives, students would have the opportunity to take a different tech elective without repeating one.

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

It would be helpful if the instructor takes some professional development in the area of artificial intelligence in the classroom. ISTE has some online classes and a book. The Computer Science Teachers Association offers AI workshops at their annual conference.

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

none

**SUSTAINABILITY**

a) How is this course sustainable over time?

As part of an overall tech program, we have to refresh 100% of the computers every 5 years.

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

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

This course should be taught by a teacher with either a CTE or a Computer Science credential. There is no need for any additional aids or student help.

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

There are no text books required. It does require the use of computers. Access to microprocessor such as an Arduino for lessons/activities around neruo networks, but are not absolutely necessary.

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

This course does not require any capital outlay. It would require the use of computers preferably at a one to one ratio.

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

None. The applications and access to software is free. The class can use existing computers on the school campus

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

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

# New Course Proposal Course Outline - Middle School Curriculum Continues

<b>Department:</b>	Electives	
<b>Course Title:</b>	Artificial Intelligence Explorations	2/11/20
<b>Grade Level:</b>	7th and 8th	Page 30 of 119
<b>Course Length:</b>	semester	Item 11.7
<b>Credits:</b>		

**Prerequisites/Guidance Information:**

**Course Description: (As it would appear in the Course Catalog )**

Can a machine behave like a human? Explore and interact with exciting artificial intelligence to solve real-world problems. Students will explore different types of AI and learn to build AI applications in this hands-on class. Students will learn about the human brain and human behavior, natural language processing and analytics to create thinking machine applications.

**Major Instructional Objectives for the Course - On completion of the course, the student will be able to:**

- a) Describe models of intelligent behavior and what distinguishes humans from machines.
- b) Describe the major areas of intelligent computing, including perception, proximity, processing, and control.
- c) Know artificial intelligence methods such as neural networks, Bayesian inferences, fuzzy logic, and finite state machines.
- d) Implement artificial intelligent behavior through various methods: mathematical modeling, reinforcement learning, and probabilistic analysis.

**Instructional Materials/Resources – Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.**

Title:	Author:	
Publisher:	Copyright	
Title:	Author:	
Publisher:	Copyright	

**Supplemental Material:**

Title:	Author:	
Publisher:	Copyright	

**Basis for Student Evaluation/Grading:**

Students will demonstrate their learning through projects that will be evaluated using rubrics that are aligned to the standards

**Compliance with District Mission/Goals: (Which ones, and in what way?)**

Ensuring students have access to classes that prepare them for college and career  
Implementation of state adopted standards

**Compliance with State Framework(s): (Which ones, and in what way?)**

Information and Communication Technology Pathway Standards, California K-12 Computer Science Standards, NIST AI standards (when they are published)

**SIGNATURES**

Prepared by: *K. Crandall* - *DAE ALMEIDA* Date: *12/2/19*

Principal Approval: *[Signature]* *BRIGGS, ANDY* Date: *12/2/19*



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

Submitting School(s): CHS

New Course Title: English 9- Justice and Community		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title:					
For School Year: 2020-21		Grad requirement:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Weighted Grade:	
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Prerequisite(s) for this Course:							
Co-Requisite(s) for this Course:							
<b>DEPARTMENT</b>							
<input checked="" type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
<b>SUBJECT AREA</b>							
<input checked="" type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<b>MEETS the following UC a-g REQUIREMENT</b>							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)	
<input checked="" type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)			
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$0				Funding Source: N/A			
Annual reoccurring costs for the course: \$0				Funding Source: N/A			

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Regina Lyon	CHS		10/31/19
Department Chair:	Regina Lyon	CHS		10/31/19
Counselor:	Cheryl Youngberg	CHS		10/31/19
Department Admin:	Tucker Farrar	CHS		10/31/19
Principal:	Megan Keefer	CHS		11/31/19
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:		1/13/2020
Ed Services Council:		1/15/2020
BOE President:		
First reading date: _____	Board approval date: _____	
Date CRS added to Course IC Directory:	By: _____	
Date CRS info reported to schools:	By: _____	

## English 9- Justice and Community

### NEEDS STATEMENT/NEEDS ASSESSMENT

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

This course lays the foundational work for students interested in studying human rights issues. Curriculum will emphasize multicultural perspectives, highlight the cultural lenses through which stories are told, and teach student allyship. The course will focus on critical thinking and social emotional skills, including how to become a positive leader for change within a community. The course will use culturally responsive teaching practices and a social justice lens to promote equity, social responsibility and social change on campus and beyond.

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

Much of the current english language arts curriculum discusses literature that has been chosen through the lens of dominant culture. By focusing on culturally relevant pedagogy, students will learn from an inclusive curriculum to establish a safe and challenging environment. The development of a curriculum acknowledges the diversity of California, which has the most ethnically diverse public school student body in the nation

Teaching social justice curriculum is something that has been acknowledged to be important in local teacher preparation programs, and social justice pathways are now being offered at local community colleges. The English Department at California High School wants to lead the way with relevant curriculum that is already being supported at the college level.

Based on the findings of the 2018-2019 California Healthy Kids Survey (CHKS), only 30% of California High School freshmen reported experiencing “meaningful participation” in their curriculum. This exhibits a dire need for current, relevant, and responsive pedagogy, which will be found in the curriculum for this course.

Furthermore, results from CHKS show that 29% of freshmen reported experiencing harassment and bullying, 25% reporting that the harassment was due to a factor of race, ethnicity, national origin, religion, gender, sexuality, physical or mental disability, or immigration status. This displays the need for curriculum that not only reaches the English academic standards, but also topics ranging from identity and diversity to inclusion and advocacy.

The National Educators Association’s (NEA) Representative Assembly stated a resolution in 2018 proclaiming that “in order to achieve racial and social justice, educators must acknowledge the existence of [oppression] as a primary root cause of institutionalized racism, structural racism, and [privilege],” continuing by saying that “the Association will actively advocate for



social and educational strategies fostering the eradication of institutionalized racism and [privilege].” With this resolution in mind, the course curriculum will encourage students to isolate, identify, and interrupt problematic and traditional messaging in our consumption of American literature, culture, and power structures and include diverse perspectives that provide well-rounded and culturally responsive engagement.

### **EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM**

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

This course is an alternate option to English 9. The number of students that would be impacted would be based on freshmen sign-ups.

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

All credentialed English teachers would be able to teach this class.

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

This proposal will not affect sections, it will affect which students are placed in classes based on sign ups.

### **COURSE/PROGRAM COST**

*San Ramon Valley Unified School District Course Proposal Form*

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

No additional personnel, aid, and costs are required.

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

No additional supplies are needed.

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

None.

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

None.

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

None.

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

Master Schedule for Staffing. No additional funding is needed.

### **Course Outline**

Department: English Language Arts

Course Title: English 9- Justice and Community

Grade Level(s): 9th Grade

Course Length: Year

Credits: 10

Prerequisites/Guidance Information: None

VII. Graduation Requirement:

yes

VIII. UC/CSU Credit

yes

IX. Course Description: (As it would appear in the catalog)

This 9th grade ELA course is a college preparatory course that seeks to promote empathy and understanding through the study of literature while focusing on social justice issues and critical thinking skills. Students will be encouraged to think through multiple lenses and question assumptions made in our texts while examining the underlying social and power structures that exist in our society. Materials of study will include fiction and non-fiction texts, as well as short stories, poetry, photos, and film. Students will focus on written and verbal analysis and argument while considering real world issues and what it means to be a citizen. This course will deliver rigorous instruction in the English Language Arts classroom while encouraging students to develop their worldview and learn to engage empathetically with others.

Major Instructional Objectives for the Course.

On completion of the course the student will be able to:

Common Core ELA Standards:

- A. RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- B. RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- C. W.9-10.1 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- D. W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- E. W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- F. SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- G. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- H. L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- I. L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Teaching Tolerance Standards:

- A. ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
- B. IS.9-12.3 I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too
- C. DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- D. DI.9-12.7 I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
- E. DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- F. JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.

- G. JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- H. AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice.
- I. AC.9-12.19 I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.

XI. Instructional Resources/Materials:

Textbooks and library texts will be used. These are already supplied on campus. Teacher will gather additional materials and distribute as reader or individual pieces.

XII. Basis for Student Evaluation/Grading:

Essay Responses, Quizzes and Tests, Individual and Group Projects and Presentations, Speaking and Listening in Response to Literature and Participation in Discussion, assessment of proficiency in ELA grade level standards,

XIII. Compliance with District Mission/Goals: (Which ones, in what way)

District goals of inclusion and culturally responsive teaching will be met through teaching multiple perspectives, using nontraditional texts, and student centered instructional practices. FAIR act will be thoroughly upheld, allowing for a fully inclusive learning environment.

This course would further enhance the district's first two 2019-2020 priorities:

**Social Emotional Learning:** Prioritize the social emotional health and well-being of our students through a focus on safety, mental wellness, and cultural responsiveness, to ensure that each student feels safe, secure, and respected in the least restrictive and most inclusive setting.

**Academic Excellence:** Ensure each student learns at high levels by providing equitable access to a current, relevant, and world class curriculum and quality instruction that is responsive to meaningful assessment.

XIV. Compliance with State Framework(s): (which ones, in what way)

Directly from the 2014 California English Language Arts Frameworks, Chapter 9, page 910: Universal Design for Learning (UDL) involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners. Teachers who employ UDL attend to how information is represented as well as choices for student engagement, action, and expression. In other words, as they plan, general education teachers consider different ways of stimulating students' interest and motivation for learning, different ways to present information and content, and different ways that students can



express what they know—all based on students' needs and assets and strengths (CAST 2013).

The course will implement the key principles from Universal Design for Learning, including:

Principle I: Provide multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

Principle II: Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.

Principle III: Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.

**SIGNATURES**

Prepared by: Regina Lyon

Date:



11/7/19

Principal Approval:

Date:

11/7/19



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

Submitting School(s): CHS

New Course Title: English 11- Justice and Community		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title:					
For School Year: 2020-21		Grad requirement:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Weighted Grade:	
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Prerequisite(s) for this Course: English 10 or English 10 Global Studies							
Co-Requisite(s) for this Course:							
<b>DEPARTMENT</b>							
<input checked="" type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input type="checkbox"/> Electives	090		
<b>SUBJECT AREA</b>							
<input checked="" type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<b>MEETS the following UC a-g REQUIREMENT</b>							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)	
<input checked="" type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)			
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$0				Funding Source: N/A			
Annual reoccurring costs for the course: \$0				Funding Source: N/A			

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Colleen McQuay	CHS	<i>Colleen McQuay</i>	10/31/19
Department Chair:	Regina Lyon	CHS	<i>Regina Lyon</i>	10/31/19
Counselor:	Cheryl Youngberg	CHS	<i>Cheryl Youngberg</i>	10/31/19
Department Admin:	Tucker Farrar	CHS	<i>Tucker Farrar</i>	10/31/19
Principal:	Megan Keefer	CHS	<i>Megan Keefer</i>	10/31/19
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:	<i>[Signature]</i>	1/13/2020
Ed Services Council:	<i>[Signature]</i>	1/15/2020
BOE President:		
First reading date:	_____	Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

## English 11 - Justice and Community

### NEEDS STATEMENT/NEEDS ASSESSMENT

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

This course will continue the work that began in the 9th and 10th grade English classes with a focus on Justice and Community. The course will allow students to analyze the English 11 curriculum through the lenses of marginalization, equity, and distribution of resources in American society. It will open an avenue of critical engagement with curriculum by connecting the literature of study to past and present inequities. We will consider multiple perspectives in the work to acknowledge how the literature we consume can propagate or interrupt problematic single-story viewpoints. Curriculum will focus on academic and social emotional skills with the use of culturally responsive teaching practices, encouraging students to be advocates for equity, social responsibility, and social change.

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

Much of the current English Language Arts curriculum discusses literature that has been chosen through the lens of dominant culture. By focusing on culturally relevant pedagogy, students will learn from an inclusive curriculum to establish a safe and challenging environment. The development of curriculum acknowledges the diversity of California, which has the most ethnically diverse public school student body in the nation.

Based on the findings of the 2018-2019 California Healthy Kids Survey (CHKS), only 26% of California High School juniors reported experiencing "meaningful participation" in their curriculum. This exhibits a dire need for current, relevant, and responsive pedagogy, which will be found in the curriculum for this course.

Furthermore, results from CHKS show that 27% of juniors reported experiencing harassment and bullying, 22% reporting that the harassment was due to a factor of race, ethnicity, national origin, religion, gender, sexuality, physical or mental disability, or immigration status. This displays the need for curriculum that not only reaches the English academic standards, but also topics ranging from identity and diversity to inclusion and advocacy.

The National Educators Association's (NEA) Representative Assembly stated a resolution in 2018 proclaiming that "in order to achieve racial and social justice, educators must acknowledge the existence of [oppression] as a primary root cause of institutionalized racism, structural racism, and [privilege]," continuing by saying that "the Association will actively advocate for social and educational strategies fostering the eradication of institutionalized racism and [privilege]." With this resolution in mind, the course curriculum will encourage students to isolate, identify, and interrupt problematic and traditional messaging in our consumption of American

literature, culture, and power structures and include diverse perspectives that provide well-rounded and culturally responsive engagement.

**EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM**

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

This course is an alternate option to English 11. The number of students that would be impacted would be based on sophomore sign-ups.

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

All credentialed English teachers would be able to teach this class.

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

It will not affect sections for teachers; it will only affect which students are placed in which sections.

**COURSE/PROGRAM COST**

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

No additional personnel, aid, and costs are required.

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

No additional supplies are needed.

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

None.

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

None.

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

None.

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

Master Schedule for Staffing. No additional funding is needed.

### Course Outline

Department: English

Course Title: English 11 - Justice and Community

Grade Level(s): 11th Grade

Course Length: Year

Credits: 10

Prerequisites/Guidance Information: English 10

VII. Graduation Requirement:

yes

no

VIII. UC/CSU Credit

yes

no

IX. Course Description: (As it would appear in the catalog)

English 11: Justice and Community is a year long, college preparatory course that is designed to approach literature through lenses of justice, marginalization, equity, and power. The course work will require comprehension and analysis of classic and contemporary novels, as well as a range of multimedia texts, including documentaries, images, articles, short stories, and plays. Through the coursework, not only will we focus on how to read, analyze, and think critically, but we will also question the biases, power structures, and cultural assumptions presented in our texts. Alongside our comprehension and analytical skills, we will continue to strengthen writing skills by creating claims that we can effectively back up with evidence and explanation, as well as speaking and listening skills by participating in a wide range of discussion activities. Ultimately, this course will encourage us to academically and authentically examine literature and writing as citizens of the world.

## Major Instructional Objectives for the Course

Upon completion of the course, students will meet standards from both the California Common Core State Standards 11-12 ELA and Teaching Tolerance's Social Justice Standards, including:

### CCSS ELA Standards

- a. RL.11-12.1: Cite textual evidence to support analysis of the text.
- b. RL.11-12.2: Determine themes or central ideas of a text and analyze their development and interaction within the text.
- c. W.11-12.1.a: Establish a claim, support with logical sequence of reasons and evidence acknowledging counter claims.
- d. W.11-12.8: Gather relevant information from multiple reliable sources and use it effectively in terms of purpose, audience, and task.
- e. SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing your own ideas clearly and persuasively.
- f. SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- g. L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### TT SJ Standards:

- a. ID.9-12.5: I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
- b. DI.9-12.7: I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
- c. DI.9-12.8: I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
- d. DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- e. JU.9-12.11: I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
- f. JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- g. JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- h. JU.9-12.14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

### XI. Instructional Resources/Materials:

Textbooks and library texts will be used. These are already supplied on campus. Teacher will

gather additional materials and distribute as reader or individual pieces.

**XII. Basis for Student Evaluation/Grading:**

Essay Responses, Quizzes and Tests, Individual and Group Projects and Presentations, Speaking and Listening in Response to Literature, Participation in Discussion, assessment of proficiency in ELA grade level standards.

**XIII. Compliance with District Mission/Goals: (Which ones, in what way)**

District goals of inclusion and culturally responsive teaching will be met through teaching multiple perspectives, using nontraditional texts, and student centered instructional practices. FAIR act will be thoroughly upheld allowing for a fully inclusive learning environment.

This course would further enhance the district's first two 2019-2020 priorities:

**Social Emotional Learning:** Prioritize the social emotional health and well-being of our students through a focus on safety, mental wellness, and cultural responsiveness, to ensure that each student feels safe, secure, and respected in the least restrictive and most inclusive setting.

**Academic Excellence:** Ensure each student learns at high levels by providing equitable access to a current, relevant, and world class curriculum and quality instruction that is responsive to meaningful assessment.

**XIV. Compliance with State Framework(s): (which ones, in what way)**

Directly from the 2014 California English Language Arts Frameworks, Chapter 9, page 910: Universal Design for Learning (UDL) involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners. Teachers who employ UDL attend to how information is represented as well as choices for student engagement, action, and expression. In other words, as they plan, general education teachers consider different ways of stimulating students' interest and motivation for learning, different ways to present information and content, and different ways that students can express what they know—all based on students' needs and assets and strengths (CAST 2013).

The course will implement the key principles from Universal Design for Learning, including:

Principle I: Provide multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

Principle II: Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.

Principle III: Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.

SIGNATURES

Prepared by:

Date:

11/7/19

A handwritten signature in black ink, consisting of a large, stylized 'P' followed by a horizontal line and a vertical stroke.

Principal Approval:

Date:

11/7/19

A handwritten signature in black ink, consisting of several overlapping, slanted strokes.





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

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

Submitting School(s): Dougherty Valley High School

New Course Title:	Media Leadership & Publication Management			<input type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> ROP
This course replaces course #:		Previous Course Title:				
For School Year:	2020-21	Grad requirement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Weighted Grade:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
College Prep:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Length:	Semester <input type="checkbox"/> Year <input checked="" type="checkbox"/>	Credits:	5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/>	
Non-Academic:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	CBEDS CTE:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	NCAA:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Prerequisite(s) for this Course: Journalism 2						
Co-Requlsite(s) for this Course:						
<b>DEPARTMENT</b>						
English	010	Science	040	Fine Arts	070	<input type="checkbox"/> ROP 100
Mathematics	020	Physical Education	050	World Language	080	
Social Science	030	Applied Arts	060	Electives	090	
<b>SUBJECT AREA</b>						
Language Arts	A	U.S. History	D	Life Science	G	Voc/Applied Arts J Health M
Mathematics	B	Civics	E	Physical Science	H	Fine Arts K <input checked="" type="checkbox"/> Electives N
World History	C	Economics	F	World Language	I	Physical Ed L
<b>MEETS the following UC a-g REQUIREMENT</b>						
Social Studies (a)		Mathematics (c)		World Language (e)		<input checked="" type="checkbox"/> Electives (g)
English (b)		Lab Science (d)		Visual/Performing Arts (f)		
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>						
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$		
Start-up cost including books, materials, equipment: \$ 0				Funding Source: N/A		
Annual reoccurring costs for the course: \$ 0				Funding Source: N/A		

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Rachel Decker	DVHS	<i>Rachel Decker</i>	11/12/19
Department Chair:	Megan Manley	DVHS	<i>Megan Manley</i>	11/12/19
Counselor:	Jessica Coulson	DVHS	<i>Jessica Coulson</i>	11/12/19
Department Admin:	Sarah Acosta-Landry	DVHS	<i>Sarah Acosta-Landry</i>	11/12/19
Principal:	Dave Kravitz	DVHS	<i>Dave Kravitz</i>	11/12/19
List Other Schools' Department Chairs Who Have Been Contacted:	Brian Barr (CHS), Paige Crawford (MVHS)			

**FOR DISTRICT OFFICE USE ONLY**

District Approvals		CRS #
Principal Council:	<i>[Signature]</i>	Date: 1/13/2020
Ed Services Council:	<i>[Signature]</i>	1/15/2020
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By: _____
Date CRS info reported to schools:		By: _____

## New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE: Media Leadership &amp; Publication Management</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p><b>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</b></p> <p>As the Journalism program has grown over the past seven years, so has its needs for staffing, resources, and classes. There is no designated class for the student leaders of the newspaper program, who have an extensive list of responsibilities, duties, and goals that are not reflected, or included, in the current highest level of Journalism ("Journalism 4"), which are written more so as survey courses, which don't delve specifically into leadership or management curriculum. It also seems only fair and appropriate to both reward student leaders, as well as distinguish between students who play a critical role in student leadership, who would take "Media Leadership &amp; Publication Management", this will differentiate between students who desire less involvement/do not wish to hold a leadership role, who can choose to take "Journalism 4". "Media Leadership &amp; Publication Management" allows for students to develop leadership skills, provides an opportunity for interpersonal and personal growth, and develops high demand communication skills (empathy, organization, problem solving, conflict management etc.), in addition to leadership and management skills.</p>
<p><b>b) How was this need determined? (Include data and documentation collected.)</b></p> <p>In 2018-19, the DVHS student newspaper was recognized as one of the top tabloid-sized newspapers at a large high school in the entire country, through the National Scholastic Press Association's "Best of Show" competition. Over the past three years, the newspaper program has also won top prizes in county competitions, Journalism Education Association's Northern California region competitions, and even first prize in Youth Journalism International contests, both as a collective newspaper and for individual awards (print, photography, design, web etc.). The program has also grown tremendously; in the 2014-15 school year, the staff began at 6. Each year the staff has grown significantly, now comprising 80 students who are involved in all levels of Journalism. It takes incredible leadership to run a program of 80 students, especially for students just becoming familiar with leadership skills and positions, and actual curriculum and time need to exist in order to equip students with these skills. Furthermore, DVHS is also now competitive with other nationally ranked Journalism programs, many of which, including local schools like Palo Alto High School and Rockville High School, have a separate leadership-based leadership skills class for this purpose. In order to stay competitive in the student journalism world, as well as continue to produce such exemplary work, student leaders need explicit support and instruction in management and leadership, which "Media Leadership &amp; Publication Management" will provide.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p><b>a) What groups of students and how many will be impacted by the change?</b></p> <p>Students already a part of the Journalism program will be impacted positively by the change. Depending on the size of the Journalism program, anywhere from 10-20 students each year are anticipated to take this course and thus will be impacted by the change. It is important to note that students will be offered the chance to take this course, but are not required to do so to be a part of the student newspaper. Those wishing to take on less involvement in the newspaper can still choose to take "Journalism 4".</p>
<p><b>b) What special skills, training, experience, and/or credential will be required of the instructor?</b></p> <p>The instructor needs a California Teaching Credential in any subject, but preferably has some background or experience in the field of journalism.</p>
<p><b>c) What affect will this proposal have on staff assignments?</b></p> <p>The effect is very minimal, as this course needs just one teacher, who theoretically already teaches the other Journalism courses.</p>
<b>SUSTAINABILITY</b>
<p><b>a) How is this course sustainable over time?</b></p> <p>Since this course will be a part of the Journalism course offerings/sequence, which is student-directed and self-sustaining, it will inherently be sustainable. As long as there are students who want to work on, and create a, student newspaper, it will need student leaders to facilitate and run its production.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p><b>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</b></p> <p>The course requires a teacher at no additional cost as long as the course is a part of the teacher's normal school day and teaching assignment. Additionally, if the Journalism program is already being taught by a teacher, this course can be added with no impact on the teacher's existing schedule, since the current design is that the upper level Journalism classes run concurrently in one period.</p>
<p><b>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</b></p> <p>There will be two books that will serve as summer reading that will need to be provided for students (either through a library, online, or purchased), which if need be, can be funded through the Journalism program budget. Any other major supplies or services are unanticipated, and/or can be purchased later through the Journalism program budget (which is fundraised through the program already).</p>
<p><b>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</b></p> <p>There are no costs for capital outlay.</p>
<p><b>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</b></p> <p>Because this class falls under the Journalism course offerings that are already in existence, most costs will be covered through the Journalism program budget. However, if the teacher wants to purchase the summer reading books for students in print form, the cost of purchasing these books will be \$25/student (according to Amazon).</p>
<p><b>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</b></p> <p>There are no significant reoccurring costs other than if the teacher wants to purchase a physical copy of the required reading books, which as listed above, is approximately \$25/student. All other costs will be provided by the existing Journalism program budget</p>
<p><b>f) List funding sources that will be used to pay for the above costs.</b></p> <p>Funding sources reside primarily from Journalism program fundraising and advertising efforts, as well as site funds that the principal allocates to the journalism program yearly already.</p>

## **NEEDS STATEMENT/NEEDS ASSESSMENT**

### **PART A: What need does this course/program fulfill that cannot be met by existing course/program?**

As the Journalism program has grown over the past seven years, so has its needs for staffing, resources, and classes. There is no designated class for the student leaders of the newspaper program, who have an extensive list of responsibilities, duties, and goals that are not reflected, or included, in the current highest level of Journalism (“Journalism 4”), which are written more so as survey courses, which don’t delve specifically into leadership or management curriculum. It also seems only fair and appropriate to both reward student leaders, as well as distinguish between students who play a critical role in student leadership, who would take “Media Leadership & Publication Management”; this will differentiate between students who desire less involvement/do not wish to hold a leadership role, who can choose to take “Journalism 4”. “Media Leadership and Publication Management” allows for students to develop leadership skills, provides an opportunity for interpersonal and personal growth, and develops high demand communication skills (empathy, organization, problem solving, conflict management etc.), in addition to leadership and management skills.

### **PART B: How was this need determined?**

In 2018-19, the DVHS student newspaper was recognized as one of the top tabloid-sized newspapers at a large high school in the entire country, through the National Scholastic Press Association’s “Best of Show” competition. Over the past three years, the newspaper program has also won top prizes in county competitions, Journalism Education Association’s Northern California region competitions, and even first prize in Youth Journalism International contests, both as a collective newspaper and for individual awards (print, photography, design, web etc.). The program has also grown tremendously; in the 2014-15 school year, the staff began at 6. Each year the staff has grown significantly, now comprising 60 students who are involved in all levels of Journalism. It takes incredible leadership to run a program of 60 students, especially for students just becoming familiar with leadership skills and positions, and actual curriculum and time need to exist in order to equip students with these skills. Furthermore, DVHS is also now competitive with other nationally ranked journalism programs, many of which, including local schools like Palo Alto High School and Rocklin High School, have a separate leadership-based/leadership skills class for this purpose. In order to stay competitive in the student journalism world, as well as continue to produce such exemplary work, student leaders need explicit support and instruction in management and leadership, which “Media Leadership & Publication Management” will provide.

## **EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT**

### **PART A: What groups of students and how many will be impacted by the change?**

Students already a part of the Journalism program will be impacted positively by the change. Depending on the size of the Journalism program, anywhere from 10-20 students each year are anticipated to take this course and thus will be impacted by the change. It is important to note that students will be offered the chance to take this course, but are not required to do so to be a part of the student newspaper. Those wishing to take on less involvement in the newspaper can still choose to take “Journalism 4”.



**New Course Proposal Course Outline - High School Curriculum Continued**

<b>Department:</b>	Elective
<b>Course Title:</b>	Media Leadership & Publication Management
<b>Grade Level:</b>	11-12
<b>Course Length:</b>	Year
<b>Credits:</b>	10
<b>Prerequisites/Guidance Information:</b> Journalism 2	
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Description: (As it would appear in the Course Catalog)</b>	
<p>Media Leadership &amp; Publication Management is an optional course in the Journalism course sequence for students who have successfully completed the pre-requisite courses covering journalistic writing, design, photography and editing, the legal, moral, and ethical issues surrounding media production, and who are interested in serving a publication leadership role (such as section editor, managing editor, or Editor-in-Chief) and studying college and career options in journalism. In addition to responsibilities such as designing and overseeing production cycles, coaching peers in writing and design, delegating responsibilities and managing large scale projects and teams, students will work to create community among staff, research and implement leadership strategies and skills, design marketing and fundraising campaigns and collaborate with other local media programs. The curriculum is fully available to all students meeting the pre-requisite requirement, regardless of position held.</p>	
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>	
<p>a) design, communicate, implement, and update production cycles for print and web cycles          b) conduct and analyze a market study and produce a business plan for a publication          c) serve as a journalism coach (writing, editing, and/or design) for their peers          d) collaborate and engage with media professionals and other student media organizations          e) exercise effective leadership skills through publication and staff management, modeling ethical leadership, and goal setting &amp; evaluation          f) think critically about, differentiate, and understand ethics, legality, integrity and student press law</p>	
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.	
Title: The Student Leadership Guide	Author: Brendan Burchard
Publisher: Experts Academy Press	Copyright: 2009
Title: Everyday Leadership: guidebook for teens	Author: Miriam MacGregor
Publisher: Free Spirit Publishing	Copyright: 2006
<b>Supplemental Material:</b>	
Title: Journalism Education Association curriculum	Author: N/A
Publisher: Journalism Education Association	Copyright: 2019
<b>Basis for Student Evaluation/Grading:</b>	
<p>Student evaluation is based on Career Technical Education Model standards in the Arts, Media, and Entertainment Industry sector. These standards cover a wide range of media skills, but specifically for this class will be drawn from: ethics and legal responsibilities, production and managerial arts, leadership and teamwork and communication standards.</p>	
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>	
<p>The course complies with the District's Framework for Excellence: Rigor, Relevance and Relationships as the curriculum is a rigorous, yet relevant study of leadership, communication, and management, which is also high in student engagement. It promotes creativity, communication, collaboration, and real-world application through performance-based assessment and promotes career-life skills like respect, responsibility, accountability, initiative, productivity and integrity. Journalism is also a great example of personalized learning; it allows for many student-driven diverse roles and tasks. "Media Leadership &amp; Publication Management" will facilitate students choosing their own pathway and leadership role and help them develop authentic leadership goals. Through these project and performance-based assessments and self-directed research and learning, they will develop career-based skills that will only prepare them for their future. The course complies with the District's mission statement as it helps students become responsible, ethical, and productive citizens, who recognize their potential and leadership capacity.</p>	
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>	
<p>The course is rooted in state standards, primarily the Career Technical Education Model standards in the Arts, Media, and Entertainment Industry sector. Specifically, students will practice the skills in the ethics and legal responsibilities, production and managerial arts, leadership and teamwork and communication standards. Major standards include: interactive teamwork to solve real-world situations/problems, planning, designing, and analyzing production sequences, modeling journalistic ethical and legal practices, understanding audience and market research and campaigns, understanding the importance of accountability, responsibility, leadership, and citizenship, and entrepreneurship skills.</p>	

**SIGNATURES**

Prepared by:         *Rachel Decker*         Date:         11/12/19        

Principal Approval:         *Dal May*         Date:         11/12/19



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

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 Item 11.7

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

Submitting School(s): California High School

New Course Title: Principles of Leadership and Community Organization		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP			
This course replaces course #:			Previous Course Title:						
For School Year:	2020-2021	Grad requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Weighted Grade:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
College Prep:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Length:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits:	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 10		
Non Academic:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CBEDS CTE:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	NCAA:	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Prerequisite(s) for this Course: Application and Interview									
Co-Requisite(s) for this Course:									
<b>DEPARTMENT</b>									
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100		
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080				
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input checked="" type="checkbox"/> Electives	090				
<b>SUBJECT AREA</b>									
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J	<input type="checkbox"/> Health	M
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K	<input checked="" type="checkbox"/> Electives	N
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L		
<b>MEETS the following UC a-g REQUIREMENT</b>									
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input type="checkbox"/> Electives (g)			
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)					
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>									
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$					
Start-up cost including books, materials, equipment: \$0				Funding Source:					
Annual reoccurring costs for the course: \$0				Funding Source:					

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Troy Bristol, Anja Wheeler	CHS		12/3/19
Department Chair:	Non Dept.			
Counselor:	Cheryl Youngberg	CHS		12/3/19
Department Admin:	Kathleen Martins	CHS		12/3/19
Principal:	Megan Keefer	CHS		12/3/19
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
<b>District Approvals</b>		Date
Principal Council:		1/13/2020
Ed Services Council:		1/15/2020
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

# New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE:</b> Principles of Leadership and Community Organization
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
a) What need does this course/program fulfill that cannot be met by existing courses/programs?  This course creates a group of upper classmen that will act as leaders for incoming freshmen for the duration of their first year of high school. This course aims to build campus community while providing every freshman a mentor.
b) How was this need determined? (Include data and documentation collected.) Youth Truth Student Survey (230,000 respondents): "Whereas 68% of students at small schools feel engaged, only 57% of students at large schools do. Only 52% of students enjoy school most of the time - 48% don't agree with the statement." Studies show that the first year of high school has an outsized effect on student's perception of themselves as members of a learning community.
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
a) What groups of students and how many will be impacted by the change? All incoming freshmen (~700) will be led by 70 juniors and seniors. By 2024, every student at California High School will have had an upperclassman mentor.
b) What special skills, training, experience, and/or credential will be required of the instructor?  None
c) What affect will this proposal have on staff assignments? Minimal. We will recruit mostly seniors who would otherwise have 5th or 6th period off. The class does not fulfill any language or arts requirement, so will not pull students from those classes.
<b>SUSTAINABILITY</b>
a) How is this course sustainable over time? The focus of the class is to change the California High School culture by providing mentors to freshman. It only accomplishes its goal if all freshmen over years experience the program.
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)  2 sections (0.4 FTE)
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)  All curriculum and text will be teacher created.
c) Capital Outlay. (Include machines, computers, remodeling space, large items.)  None.
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)  None.
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)  No actual money is required. However, it would be nice to have funds to organize activities. We will apply for grants, Donors Choose, etc., for this funding.
f) List funding sources that will be used to pay for the above costs.  Grants.



# New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	Non-Departmental	
<b>Course Title:</b>	Principles of Leadership and Community Organization	
<b>Grade Level:</b>	11-12	
<b>Course Length:</b>	Year	
<b>Credits:</b>	10 (5 per semester)	
<b>Prerequisites/Guidance Information:</b>	N/A	
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>UC/CSU Credit:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**Course Description: (As it would appear in the Course Catalog )**

Students will be introduced to the theories and principles of leadership and community organization. Leadership skills include effective communication, active listening, conflict resolution, emotional management, empathy, and role modeling. Community organization skills include decision making, public speaking, motivational leadership, budgeting, and event planner.

**Major Instructional Objectives for the Course - On completion of the course, the student will be able to:**

- Identify different leadership style, approaches, and qualities, and evaluate their effectiveness.
- Speak publicly with confidence and clarity.
- Practice emotional intelligence through empathy, problem solving, and conflict resolution.
- Plan small group activities, tours, speakers, and events to help freshmen get to know campus.
- Work as part of a team to plan events for the entire 700+ preson freshmen class.
- Create and implement an action plan for a long-term project to improve the California High School community.

**Instructional Materials/Resources:** Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: **Instructional Material Board Approval Request (Step 2)** must be submitted after course is approved. It does not happen automatically.

Title:	Author:
Publisher:	Copyright:
Title:	Author:
Publisher:	Copyright:

**Supplemental Material:**

Title:	Author:
Publisher:	Copyright:

**Basis for Student Evaluation/Grading:**

- In fall, grades will be focused largely on written reflection and oral presentations on leadership theories and real-world experience with freshman.
- In spring, grades will be based on work on an Individual Legacy Project (in which students will create something to leave behind at CHS).


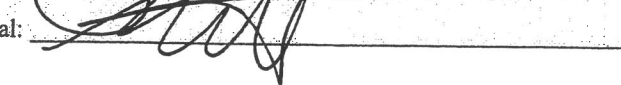
**Compliance with District Mission/Goals: (Which ones, and in what way?)**

- To serve all freshmen by providing them with an older role model on campus who will mentor them as needed and act as a link to the thriving campus community.
- To know every freshman, by name and by need.

**Compliance with State Framework(s): (Which ones, and in what way?)**

From WASC (18-19) Action Plan 2: Improve school climate and culture with a focus on equity, access, and inclusivity in order to support student learning.  
 From WASC (18-19) Action Plan 3: Support all students mental health and social-emotional well being (CHS WASC self study 2018-2019).

**SIGNATURES**

Prepared by:   
 Principal Approval: 

Date: 11/20/19  
 Date: 11/20/19



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

2/11/20  
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 Item 11.7

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

Submitting School(s): Monte Vista

New Course Title: <u>Spanish III: Food and Travel</u>		<input type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> ROP
This course replaces course #: <u>NA</u>		Previous Course Title:		
For School Year: <u>2020-21</u>	Grad requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Weighted Grade:
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Length:	<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year	Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10
Non Academic: <input type="checkbox"/> Yes <input type="checkbox"/> No	CBEDS CTE:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	NCAA: <input type="checkbox"/> Yes <input type="checkbox"/> No
Prerequisite(s) for this Course: <u>successful completion of Spanish II recommended</u>				
Co-Requisite(s) for this Course:				
<b>DEPARTMENT</b>				
<input type="checkbox"/> English 010	<input type="checkbox"/> Science 040	<input type="checkbox"/> Fine Arts 070	<input type="checkbox"/> ROP	<input type="checkbox"/> 100
<input type="checkbox"/> Mathematics 020	<input type="checkbox"/> Physical Education 050	<input checked="" type="checkbox"/> World Language 080		
<input type="checkbox"/> Social Science 030	<input type="checkbox"/> Applied Arts 060	<input type="checkbox"/> Electives 090		
<b>SUBJECT AREA</b>				
<input type="checkbox"/> Language Arts A	<input type="checkbox"/> U.S. History D	<input type="checkbox"/> Life Science G	<input type="checkbox"/> Voc/Applied Arts J	<input type="checkbox"/> Health M
<input type="checkbox"/> Mathematics B	<input type="checkbox"/> Civics E	<input type="checkbox"/> Physical Science H	<input type="checkbox"/> Fine Arts K	<input type="checkbox"/> Electives N
<input type="checkbox"/> World History C	<input type="checkbox"/> Economics F	<input checked="" type="checkbox"/> World Language I	<input type="checkbox"/> Physical Ed L	
<b>MEETS the following UC a-g REQUIREMENT</b>				
<input type="checkbox"/> Social Studies (a)	<input type="checkbox"/> Mathematics (c)	<input checked="" type="checkbox"/> World Language (e)	<input type="checkbox"/> Electives (g)	
<input type="checkbox"/> English (b)	<input type="checkbox"/> Lab Science (d)	<input type="checkbox"/> Visual/Performing Arts (f)		
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>				
Donations to be asked for course: <input type="checkbox"/> Yes <input type="checkbox"/> No		If Yes, how much: \$ _____		
Start-up cost including books, materials, equipment: \$ <u>1,000</u>		Funding Source: <u>site &amp; District</u>		
Annual reoccurring costs for the course: \$ <u>900</u>		Funding Source: <u>site funds</u>		

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	<u>Linda Fellers</u>	<u>MV</u>	<u>Linda M. Fellers</u>	<u>11/22/19</u>
Department Chair:	<u>Allison SASS</u>	<u>MV</u>	<u>A SASS</u>	<u>11/22/19</u>
Counselor:	<u>Janelle Minney</u>	<u>MV</u>	<u>J Minney</u>	<u>12/2/19</u>
Department Admin:	<u>Kevin Ahearn</u>	<u>MV</u>	<u>K Ahearn</u>	<u>12/2/19</u>
Principal:	<u>Kevin Ahearn</u>	<u>MV</u>	<u>K Ahearn</u>	<u>12/2/19</u>
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council:	<u>[Signature]</u>	<u>1/13/2020</u>
Ed Services Council:	<u>[Signature]</u>	<u>1/15/2020</u>
BOE President:		
First reading date:	<u>_____</u>	Board approval date:
Date CRS added to Course IC Directory:		By: _____
Date CRS info reported to schools:		By: _____



New Course Proposal Course Outline - High School Curriculum Continued

Department:	World Language	
Course Title:	Spanish III: Food & Travel	
Grade Level:	10-12	
Course Length:	year	
Credits:	10	
Prerequisites/Guidance Information:	Prerequisite: Spanish 2 or equivalent skills & knowledge	
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
UC/CSU Credit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Course Description: (As it would appear in the Course Catalog)	see attachment	
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:	see attachment	
Instructional Materials/Resources:	Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.	
Title:	Realidades 3 (current approved text)	Author: Peggy P. Boyles, Myriam met & Richard S. Sayers
Publisher:	Pearson Prentice Hall	Copyright: 2004
Title:		Author:
Publisher:		Copyright:
Supplemental Material:		
Title:	see attachment	Author:
Publisher:		Copyright:
Basis for Student Evaluation/Grading:	see attachment	
Compliance with District Mission/Goals: (Which ones, and in what way?)	see attachment	
Compliance with State Framework(s): (Which ones, and in what way?)	see attachment	

**SIGNATURES**

Prepared by: Linda M. Sellers Date: 11/22/19  
 Principal Approval: [Signature] Date: 1/27/2020

**New Course Proposal Course Outline - High School Curriculum**

*See attachment for all information*

<b>COURSE TITLE:</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
a) What need does this course/program fulfill that cannot be met by existing courses/programs?
b) How was this need determined? (Include data and documentation collected.)
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
a) What groups of students and how many will be impacted by the change?
b) What special skills, training, experience, and/or credential will be required of the instructor?
c) What affect will this proposal have on staff assignments?
<b>SUSTAINABILITY</b>
a) How is this course sustainable over time?
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)
c) Capital Outlay. (Include machines, computers, remodeling space, large items.)
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)
f) List funding sources that will be used to pay for the above costs.

## **New Course Proposal Course Outline – High School Curriculum**

### **COURSE TITLE: SPANISH III FOOD & TRAVEL**

#### **NEEDS STATEMENT/NEEDS ASSESSMENT**

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

The two most common reasons expressed by students for having a genuine desire to learn the Spanish language are to improve their experience of travel to countries outside the United States and to utilize the language in a future career. While the current Spanish 3 curriculum meets the requirements of the State of California framework, its strong focus on grammar and usage leaves less instructional time to develop useful vocabulary, to provide for the speaking and writing practice that facilitate functional communication and to study the aspects of culture in Spanish-speaking countries that make both recreational and vocational use of the language more effective.

- b) How was this need determined?

At all District high schools, the level 3 Spanish course has one of the highest rates of students who drop the course during the add/drop period at the beginning of the school year. Students often express that the course is “too hard,” “not what they expected,” or “not engaging.” Many other students continue the course, although they do not relish the focus on grammar, because they want to meet the three-year foreign language requirement of many universities. All high schools have a significant reduction in the number of students who continue on to the level 4 course. Some of this reduction has been attributed to the same beliefs by students that the subject matter is dry or difficult. This lack of enrollment in the upper level courses precludes students’ opportunities to participate in some of the engaging experiences open to them in the upper levels after they have achieved the basic mastery acquired during the first three years of study.

#### **EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM**

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

Students eligible to take the Spanish 3 course could be impacted by the change. The number impacted would be dependent on how many choose to sign up for the new course.

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

The instructor will be required to possess a single-subject credential in Spanish. Additional specialized training available from the UCCI Teacher Exchange is also recommended.

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

It is not anticipated that the site will increase or decrease the total number of Spanish teachers. The exact courses and number of sections of each course taught by some individual teachers will change, depending on the number of students who register for each of the courses offered. This is an adjustment that is made every year, based on student registration numbers.

## SUSTAINABILITY

- a) How is this course sustainable over time?

Because there is no significant financial investment beyond the existing program, financial sustainability should not be an issue.

Since its inception, Monte Vista has offered a full program of Spanish courses. so it is anticipated that there will continue to be a large pool of students qualified to enroll in the course.

There are currently several teachers qualified and willing to teach the course, so qualified instructors should continue to be available. The availability of support from UCCI also helps to ensure that future instructors will have the support they require to present a high quality course that students will find engaging and that will meet the State Framework and University of California A-G requirements.

## COURSE/PROGRAM COST

- a) Personnel. List position(s).

No new teaching positions are anticipated. Because students would enroll in this course in lieu of the current Spanish III course, the existing staff should be sufficient to teach the course.

From the existing staff, the course would require .2 - .6 teacher, depending on student enrollment.

One student TA for each section will be requested.

- b) Major supplies and services

Reference materials	\$250
Specialized training	\$750 (including substitute coverage, travel, lodging)

Note: It is hoped that the curriculum can include some live cooking and field trip experiences. All consumable supplies and travel expenses needed for these activities will be financed through fundraising and/or donations.

- c) Capital Outlay

None anticipated

- d) Total anticipated startup cost \$1,000

- e) Total anticipated recurring costs

Continuing professional development \$900 annually

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

- Educational Services (start-up reference materials)
- Site discretionary funds (initial training)
- Department funds (duplicating, office supplies)
- Site Council grants (future training)
- Fundraising/donations (consumables, as needed)

**Course Description:** (As it would appear in the Course Catalog)

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**SPANISH III FOOD AND TRAVEL (Y)**

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**Grade: 9-12**

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**CSU/UC: "E"**

**Highly recommended: Grade of B- or better in Spanish II**

This course further develops students' skills in speaking, understanding, reading and writing Spanish. There is a focus on the vocabulary, speaking and writing skills and the cultural awareness that will prepare students to travel or live in Spanish-speaking countries or to use the Spanish language effectively in careers related to the travel, hospitality or culinary fields.

**Major Instructional Objectives for the Course**

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

- Speak, understand, read and write Spanish at the beginning of the intermediate range. This includes:
- Use sentences and strings of sentences to make comparisons and contrasts and express opinions on topics related to events, experiences and other familiar subjects
- Give and follow instructions and ask for clarification in a variety of familiar contexts
- Initiate and respond to conversations, including asking and answering questions on a variety of familiar topics
- Verbally and in writing, prepare reports, messages and presentations and express opinions in a way that they can be comprehended by a sympathetic native speaker
- Use learned vocabulary, phrases and idiomatic expressions to collaborate in solving problems or achieving a creative product
- Students will be able to demonstrate skills and knowledge in customer service, and the ethical, legal and human resource aspects of the hospitality industry.

**Supplemental Reference Material:**

Title: *Temas de Turismo: Manual para la preparación del certificado superior de español del turismo de la Cámara de Comercio de Madrid, Español con Fines Específicos series*

Author: Ana E. Gray, Carmen Rosa DeJuan, Marisa De Prada and Eloisa Nieto

Publisher: Editorial Edinumen

Copyright: 2006      \$20

Title: *Spanish for Hospitality and Foodservices*

Author: Jennifer Thomas

Publisher: Pearson Prentice Hall, Upper Saddle River, NJ

Copyright: 2004      \$40

Title: *Conversational Spanish for Hospitality Managers and Supervisors*

Author: Matt Casado

Publisher: John Wiley and Sons, Inc., New York

Copyright: 1995      \$100

Title: *Kiss, Bow, or Shake Hands: Sales and Marketing: The Essential Cultural Guide-from Presentations and Promotions to Communications and Closing*

Author: Terri Morrison and Wayne A. Conaway

Publisher: McGraw Hill

Copyright: 2012      \$20

Title: *Multicultural Manners: Essential Rules of Etiquette for the 21st Century*, revised edition  
Author: Norine Dresser  
Publisher: Wiley, Hoboken, NJ  
Copyright: 2005 \$20

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**Basis for student evaluation/grading:**

Students will be assessed on their ability to demonstrate the skills and abilities required to meet each learning goal through the use of speaking, writing, written and aural comprehension and integrated performance activities.

**Compliance with District Mission/Goals:**

**Goal 2:** Provide standards-based instructional materials (including technology and assistive technology support) for all students and professional development for teachers.

The proposed course was developed to comply with Common Core State Standards.

The UCCI Teacher Exchange provides initial and ongoing professional development for teachers specifically focused on effective presentation of this course and others developed by UCCI.

**Goal 3:** Increase the percentage of students who demonstrate college, career and community readiness

By providing an additional avenue for students to prepare for specific careers and to meet the UC/CSU university entrance requirements, more students will be able to demonstrate college and career readiness.

**Activity 1** of this goal specifically proposes to continue CTE at high schools and develop exploration courses and increase the number of pathways. This course has been designed to align with the CTE Hospitality, Tourism and Recreation pathway. The focus of this course also could make it more attractive to unduplicated pupils.

**Goal 6:** Expand course offerings to increase opportunities for all students

The primary purpose of the proposed course is to make the level 3 Spanish course more accessible to all students. Specific efforts will be made to recruit students to register for the course who otherwise would not continue their study of Spanish.

**Compliance with State Framework:**

This course was developed by UCCI to comply with Common Core State Standards and the University of California criteria for A-G courses. As we consider how the new World Language Framework will impact all District world language courses, the curriculum will be enhanced/modified to maintain compliance with the framework.



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

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

Submitting School(s): Dougherty Valley High School

New Course Title: Sports Broadcasting		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input checked="" type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title:					
For School Year: 2020-2021		Grad requirement:		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Weighted Grade:	
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		Semester <input type="checkbox"/> Year <input checked="" type="checkbox"/>		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE:		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Prerequisite(s) for this Course:							
Co-Requisite(s) for this Course:							
<b>DEPARTMENT</b>							
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input checked="" type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input checked="" type="checkbox"/> Electives	090		
<b>SUBJECT AREA</b>							
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input checked="" type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<b>MEETS the following UC a-g REQUIREMENT</b>							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input checked="" type="checkbox"/> Electives (g)	
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)			
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$ ~\$5,000				Funding Source: CTE Perkins funds			
Annual recurring costs for the course: \$ ~\$1,099				Funding Source: CTE Perkins funds			

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Lowell Tuckerman	DVHS	<i>Lowell Tuckerman</i>	11/6/19
Department Chair:	Lowell Tuckerman	DVHS	<i>Lowell Tuckerman</i>	11/6/19
Counselor:	Jessica Coulson	DVHS	<i>Jessica Coulson</i>	11.06.19
Department Admin:	Bob Spain	DVHS	<i>Bob Spain</i>	11/6/19
Principal:	Dave Kravitz	DVHS	<i>Dave Kravitz</i>	11/6/19
List Other Schools' Department Chairs Who Have Been Contacted:	Janet Muirragui - SRVHS; Jennifer Bible - Cal High; Chris Connor - MVHS			

FOR DISTRICT OFFICE USE ONLY		CRS #
District Approvals		Date
Principal Council: <i>MP</i>		<i>1/13/2020</i>
Ed Services Council:		<i>1/15/2020</i>
BOE President:		
First reading date:	<i>_____</i>	Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:



# New Course Proposal Course Outline - High School Curriculum

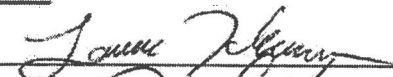
<b>COURSE TITLE: Sports Broadcasting</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs? Sports hold a significant place in Dougherty Valley's culture and connect the student body and San Ramon community. Many students gravitate toward sports-related activities and are curious about the sports broadcasting industry. Currently, there is no course or program at Dougherty Valley that provides students with curriculum about the hands-on, practical, and theoretical aspects of Sports Broadcasting.</p>
<p>b) How was this need determined? (Include data and documentation collected.) Dougherty Valley has a need to remain true to their mission, which is to serve their academically, intellectually, socio-economically diverse student population with curriculum options that aren't necessarily STEM or AP/Honors courses. One WASC Action Item worth mentioning is the school's desire to have more non-weighted/low-stress elective options for students This course accomplishes that and will have a domino effect of reducing student stress and allowing students to forge new academic/career interests.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change? The group of students that will be most positively impacted are the students who have want to explore the artistic, investigative, and social career interest areas. This includes, but not limited to, students who prefer to take elective classes in the Fine and Applied Arts Department and CTE/ROP.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor? Teacher should possess a CTE Credential in Arts, Media, and Entertainment to maximize Perkins funds and minimize site funding of the course. Teacher should also have experience working in the sports broadcasting industry and ability to effectively impart that knowledge to the students.</p>
<p>c) What affect will this proposal have on staff assignments? English Teacher Lowell Tuckerman has the special skills, training, experience, and/or credential that is required of the instructor for this course. There will be no effect on staff assignments, as it would only reduce one or two English sections for Tuckerman.</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time? The primary method of financially sustaining this course would be CTE Perkins funds. It is the main federal funding source for career and technical education (CTE) programs.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) N/A</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) Adobe Creative Cloud for Education</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.) 2 HP 15.6" ZBook Studio G5 Mobile Workstation, 2 Tascam DR-10X Plug-On Micro Linear PCM Recorder (XLR), 2 Electro-Voice RE50N/D-L - Omnidirectional Dynamic Shockmounted ENG Microphone, 1 Sennheiser ew 100 ENG G4 Wireless Microphone Combo System</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) ~\$5,000 of CTE Perkins Funds ~\$0 of DVHS Funds</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) Probably Yearly Subscription for Adobe Creative Cloud for Education</p>
<p>f) List funding sources that will be used to pay for the above costs. CTE Perkins Funds</p>

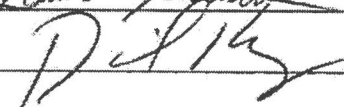


## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	CTE/ROP		
<b>Course Title:</b>	Sports Broadcasting		
<b>Grade Level:</b>	11, 12		
<b>Course Length:</b>	Year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	N/A		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
<p>This course is designed to provide students with an introduction to sports broadcasting. Theory and hands-on activities include: announcing, creating sports highlight and reporting packages, filming sporting events, and sports production script writing. Students will gain the necessary skills to continue their education in the field of sports broadcasting at the college level as well as the option of internships and entry-level employment in sports broadcasting. Students will work in teams, participating in a series of projects, which showcases their broadcasting, directing, editing, filming, producing, and writing skills for various sports productions.</p>			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the sports broadcasting industry, including its history and philosophical origins.</li> <li>• Know major trends in the sports broadcasting industry and how they impact employment opportunities.</li> <li>• Demonstrate proficiency with industry-standard non-linear audio and video editing software such as Adobe After Effects, Adobe Audition, and Adobe Premiere.</li> <li>• Locate and identify possible sports stories that are informational, instructional, promotional, or newsworthy.</li> <li>• Arrange for and shoot b-roll and interviews, then compose them into a meaningful video package.</li> <li>• Conduct interviews in a variety of different environments (field, locker room, phone, studio, etc.) with different types of guests - broadcasters, coaches, players, etc.</li> <li>• Understand the equipment needs and financial costs of broadcasting a live sporting event.</li> <li>• Demonstrate proficiency in the various crew positions when producing a live sporting event on radio and television.</li> <li>• Demonstrate proper scripting in broadcast form for maximum clarity and effectiveness.</li> <li>• Know how to write to visuals, especially sports highlights, and then write within a deadline period, competent copy for highlights and packages.</li> </ul>			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.			
<b>Title:</b> Sports Media	<b>Author:</b> Brad Schultz and Ed Arke		
<b>Publisher:</b> Routledge; 3 edition	<b>Copyright:</b> 2016 Taylor & Francis		
<b>Title:</b>	<b>Author:</b>		
<b>Publisher:</b>	<b>Copyright:</b>		
<b>Supplemental Material:</b>			
<b>Title:</b>	<b>Author:</b>		
<b>Publisher:</b>	<b>Copyright:</b>		
<b>Basis for Student Evaluation/Grading:</b>			
Student Evaluation/Grading will take on many forms including: Checklists, Demonstrations, Individual and Group Work, Live Sporting Event Broadcasts, Informal/Formal Observations, Performance Evaluations, Podcasts, Portfolio, Presentations, Projects, Reflections, Rubrics, Sports Highlight Package, Sports Reporting Packages, Student Interviews, Tests and/or Quizzes, and Tutorials. (See Attachment)			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
SRVUSD Career Technical Education (CTE) combines rigorous academic classes with industry specific knowledge and skills to prepare students for both post-secondary education and for direct entry into different careers. (SRVUSD Website)			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			
California State Career and Technical Education Arts, Media, and Entertainment Anchor and Pathway standards. (See attachment)			

**SIGNATURES**

Prepared by: 

Principal Approval: 

Date: 11/6/2019

Date: 11/6/19

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Course Outline**

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**Course Title:** Sports Broadcasting

**California Basic Educational Data System  
(CBEDS) Number:** 7246

**Grade Levels:** 11, 12

**Length of Course:** Full Year (2 semesters)

**Credit:** 10 Units

**Meets Graduation Requirement in the Area of:** "G" (Electives)

**Required for Graduation:** No

**Recommended Prerequisite:** N/A

**Course Description Summary:**

This course is designed to provide students with an introduction to sports broadcasting. Theory and hands-on activities include: announcing, creating sports highlight and reporting packages, filming sporting events, and sports production script writing. Students will gain the necessary skills to continue their education in the field of sports broadcasting at the college level as well as the option of internships and entry-level employment in sports broadcasting. Students will work in teams, participating in a series of projects, which showcases their broadcasting, directing, editing, filming, producing, and writing skills for various sports productions.

**Schools Offering Course:**

Dougherty Valley High School

**Meets University of California and California State University Entrance  
Requirements:** Yes

**Subject Requirement:** College-Preparatory Elective (G)

**I. Course Objectives: Content and Performance Standards:**

The Sports Broadcasting curriculum is aligned with reputable community college and university sports broadcasting programs. Additional curriculum will be implemented by the instructor to fit the needs of the constantly-evolving sports broadcasting industry. Below are the California State Career and Technical Education Arts, Media, and Entertainment Anchor and Pathway standards covered by this course.

**ARTS, MEDIA, AND ENTERTAINMENT ANCHOR STANDARDS**

**1.0 Academics**

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

**2.0 Communications**

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

**2.1** Recognize the elements of communication using a sender–receiver model.

**2.2** Identify barriers to accurate and appropriate communication.

**2.3** Interpret verbal and nonverbal communications and respond appropriately.

**2.4** Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

**2.5** Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**2.6** Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**2.7** Use technical writing and communication skills to work effectively with diverse groups of people.

**2.8** Understand the principles of a customer-oriented service approach to users.

**3.0 Career Planning and Management**

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

**3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

**3.2** Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

**3.3** Explore how information and communication technologies are used in career planning and decision making.

**3.4** Research the scope of career opportunities available and the requirements

for education, training, certification, and licensure.

**3.5** Integrate changing employment trends, societal needs, and economic conditions into career planning.

**3.6** Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

**3.7** Recognize the importance of small business in the California and global economics.

**3.8** Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

**3.9** Develop a career plan that reflects career interests, pathways, and postsecondary options.

#### **4.0 Technology**

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

**4.1** Use electronic reference materials to gather information and produce products and services.

**4.2** Employ Web-based communications responsibly and effectively to explore complex systems and issues.

**4.3** Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

**4.4** Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

**4.5** Research past, present, and projected technological advances as they impact a particular pathway.

**4.6** Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

#### **5.0 Problem Solving and Critical Thinking**

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

**5.1** Identify and ask significant questions that clarify various points of view to solve problems.

**5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

**5.3** Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

**5.4** Interpret information and draw conclusions, based on the best analysis, to

make informed decisions.

### **6.0 Health and Safety**

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

**6.1** Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

**6.2** Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

**6.3** Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

**6.4** Practice personal safety when lifting, bending, or moving equipment and supplies.

**6.5** Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

**6.6** Maintain a safe and healthful working environment.

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

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

**7.1** Recognize how financial management impacts the economy, workforce, and community.

**7.2** Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

**7.3** Understand the need to adapt to changing and varied roles and responsibilities.

**7.4** Practice time management and efficiency to fulfill responsibilities.

**7.5** Apply high-quality techniques to product or presentation design and development.

**7.6** Demonstrate knowledge and practice of responsible financial management.

**7.7** Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

**7.8** Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

### **8.0 Ethics and Legal Responsibilities**

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

SLS 11-12.1d)

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

#### **9.0 Leadership and Teamwork**

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

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

#### **10.0 Technical Knowledge and Skills**

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

**10.1** Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

**10.2** Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

**10.3** Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

**10.4** Collaborate with industry experts for specific technical knowledge and skills.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

**11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

**11.2** Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

**11.3** Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

**11.4** Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

**11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

## **ARTS, MEDIA, AND ENTERTAINMENT PATHWAY STANDARDS**

### **A. Design, Visual, and Media Arts Pathway**

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

#### **A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.**

**A1.1** View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

**A1.2** Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

**A1.3** Describe the use of the elements of art to express mood in digital or

traditional art work found in the commercial environment.

**A1.4** Select industry-specific works and analyze the intent of the work and the appropriate use of media.

**A1.5** Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

**A1.6** Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

**A1.7** Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

**A1.8** Compare how distortion is used in a variety of media to modify the message being communicated.

**A1.9** Analyze the material used by a given artist and describe how its use influences the meaning of the work.

**A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.**

**A2.1** Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

**A2.2** Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

**A2.3** Apply refined observation and drawing skills to solve an industry-relevant problem.

**A2.4** Use visual metaphors in creating an artistic product.

**A2.5** Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

**A2.6** Create an artistic product that involves the effective use of the elements of art and the principles of design.

**A2.7** Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

**A2.8** Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

**A2.9** Create a multimedia work of art that demonstrates knowledge of media and technology skills.

**A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.**

**A3.1** Identify and describe the role and influence of new technologies on contemporary arts industry.

**A3.2** Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.

**A3.3** Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.

**A3.4** Identify art in international industry and discuss ways in which the work reflects cultural perspective.

**A3.5** Analyze similarities and differences of purpose in art created in culturally



diverse industry applications.

**A3.6** Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

**A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.**

**A4.1** Develop written consumer assessment rubrics for separate, industry-specific art products.

**A4.2** Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).

**A4.3** Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

**A4.4** Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

**A4.5** Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

**A4.6** Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

**A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.**

**A5.1** Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.

**A5.2** Explore the role of art and design across various industry sectors and content areas.

**A5.3** Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.

**A5.4** Predict how changes in technology might change the role and function of the visual arts in the workplace.

**A5.5** Create a commercial artistic product that communicates a cross-cultural or universal theme.

**A5.6** Prepare portfolios of original art created for a variety of purposes and commercial applications.

**A5.7** Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

**A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.**

**A6.1** Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**A6.2** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

**A6.3** Debate the philosophical arguments presented in literary works to

determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).

**A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.**

**A7.1** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**A7.2** Use language in natural, fresh, and vivid ways to establish a specific tone.

**A7.3** Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**A7.4** Integrate databases, graphics, and spreadsheets into electronically processed documents.

**A7.5** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.**

**A8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

**A8.2** Use technology to create a variety of audio, visual, written, and electronic products and presentations.

**A8.3** Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

**A8.4** Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

**A8.5** Differentiate writing processes, formats, and conventions used for various media.

**A8.6** Analyze and assess technical support options related to various media and design arts.

**A8.7** Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**B. Performing Arts Pathway**

The Performing Arts pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.

**B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.**

**B1.1** Demonstrate movement skills, process sensory information, and describe

movement using the professional vocabulary of dance.

**B1.2** Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).

**B1.3** Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.

**B1.4** Differentiate dance vocabulary to describe movement and dance in a professional setting.

**B1.5** Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

**B1.6** Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.

**B1.7** Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.

**B2.0 Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music.**

**B2.1** Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore).

**B2.2** Describe how the elements of music are used.

**B2.3** Transcribe simple songs into melodic and rhythmic notation when presented.

**B2.4** Sight-read music accurately and expressively.

**B2.5** Analyze and describe significant musical events perceived and remembered in a given industry generated example.

**B2.6** Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive.

**B2.7** Demonstrate the different uses of form, both past and present, in a varied repertoire of music in commercial settings from diverse genres, styles, and professional applications.

**B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater.**

**B3.1** Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded).

**B3.2** Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright.

**B3.3** Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design.

**B4.0 Apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance for a variety of professional applications.**

**B4.1** Specify applications of VPA Creative Expression Standards for Dance at

the proficient level.

**B4.2** Notate dances using a variety of systems (Labanotation, motif writing, and personal systems).

**B4.3** Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings.

**B4.4** Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt.

**B4.5** Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

**B4.6** Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations.

**B4.7** Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications.

**B4.8** Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application.

**B4.9** Perform original works that employ personal artistic intent and respond to industry-specific criteria.

**B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application.**

**B5.1** Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy.

**B5.2** Sing or play music written in multiple parts, individually or with a group.

**B5.3** Sight read and perform a brief musical composition from a professional resource.

**B5.4** Employ a variety of music technology to record, integrate, or modify a live or recorded performance to produce a new artistic product.

**B5.5** Compose music in distinct styles.

**B5.6** Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources.

**B5.7** Create melodic and rhythmic improvisations in a style or genre within a musical culture (gamelan, jazz, and mariachi).

**B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances.**

**B6.1** Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications.

**B6.2** Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings.

**B6.3** Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

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**B6.4** Design, produce, or perform scenes applicable to a variety of professional settings and media applications.

**B6.5** Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings.

**B6.6** Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources.

**B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective.**

**B7.1** Identify and compare how film, theater, television, and electronic media productions influence values and behaviors.

**B7.2** Analyze the historical and cultural perspective of the dancer in the professional setting.

**B7.3** Analyze the historical and cultural perspective of the musician in the professional setting.

**B7.4** Analyze the historical and cultural perspective of the actor and performance artist in the professional setting.

**B7.5** Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products.

**B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.**

**B8.1** Critique discipline-specific professional works using the language and terminology specific to the discipline.

**B8.2** Use selected criteria to compare, contrast, and assess various professional performance forms.

**B8.3** Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast.

**B8.4** Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products.

**B9.0 Explore the connection between artistic preparation and professional standards and practices.**

**B9.1** Examine the training, education, and experience needed to pursue discipline-specific performance options.

**B9.2** Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance.

**B9.3** Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts.

**B9.4** Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer.

**B9.5** Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts.

**B9.6** Create a career plan leading to professional performance in one of the performance disciplines.

### **C. Production and Managerial Arts Pathway**

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public.

#### **C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.**

**C1.1** Demonstrate understanding of various power tools used in construction and rigging.

**C1.2** Demonstrate knowledge of basic electrical safety.

**C1.3** Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace.

**C1.4** Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.

#### **C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.**

**C2.1** Analyze the production sequence involved in creating a media based or live performance production.

**C2.2** Produce a production flow chart for a live theatrical or media based production.

**C2.3** Plan one technical component of a production from design to performance.

#### **C3.0 Analyze and differentiate the function of the various members of a production team.**

**C3.1** Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.

#### **C4.0 Demonstrate key skills and an understanding of the complexities of production planning.**

**C4.1** Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.

**C4.2** Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.

**C4.3** Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.

**C4.4** Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

**C4.5** Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

**C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.**

**C5.1** Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.

**C5.2** Plan the general coordination of various elements in a project or production.

**C6.0 Understand the key elements of developing and promoting a production from creation to distribution.**

**C6.1** Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production.

**C6.2** Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry.

**C6.3** Design a promotional packet demonstrating knowledge of promotional

**C6.4** Create a promotional example using electronic media.

**C6.5** Create a public service announcement using two or more production methods materials, such as standard public service announcements.

**C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.**

**C7.1** Identify and describe licensing management for live and media based productions and intellectual properties.

**C7.2** Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value.

**C7.3** Discuss the relationships between publishers, developers, distributors, marketers, and retailers.

**C7.4** Understand the role of audience and market research in promotional planning

**C7.5** Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media.

**C7.6** Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.

**II. Course Content: Scope/Sequence/Summary of Major Units of Study:**

Outlined below is a summary of the major units of study teachers should cover when teaching each of the course objectives/performance standards listed above. These major units of study are listed with the numbering that correlates to the respective Common Core State Standards for English Language Arts as well as the Career and Technical Education Arts, Media, and Entertainment Anchor and Pathway Standards.

**Major Units of Study for Each Course Objective:**

**History and Evolution of Sports Broadcasting**

- Demonstrate an understanding of the sports broadcasting industry, including its history and philosophical origins.
- Gain an understanding and appreciation for the history and growth of the art of sportscasting, including a knowledge of prominent, pioneering figures.
- Demonstrate an understanding of different aspects of sports broadcasting.
- Know major trends in the sports broadcasting industry and how they impact employment opportunities.

**Audio and Video Editing**

- Demonstrate proficiency with industry-standard non-linear audio and video editing software such as Adobe After Effects, Adobe Audition, and Adobe Premiere.
- Upload audio and video files to edit and export into professional sports productions.

**Sports Reporting**

- Locate and identify possible sports stories that are informational, instructional, promotional, or newsworthy.
- Gather information for radio or video reports from a diverse and multi-cultural perspective.
- Arrange for and shoot b-roll and interviews, then compose them into a meaningful video package.

**Interviewing**

- Conduct “pre-interviews” to learn background information about guests prior to the actual interviews.
- Ask open-ended questions that get people to talk and avoid “double barreled” questions that limit quality responses.
- Conduct interviews in a variety of different environments (field, locker room, phone, studio, etc.) with different types of guests (broadcasters, coaches, players, etc.).

**Live Sporting Events**

- Understand the equipment needs and financial costs of broadcasting a live sporting event.
- Demonstrate proficiency in the various crew positions when producing a live sporting event on radio, television, and when streaming on the internet.
- Run camera, audio board, place mics, produce graphics, operate the digital video recorder, produce, direct, assist, pull cable, announce, and be able to help out in any position needed for broadcasting a live sporting event.

**Broadcast Style Guide**

- Demonstrate proper scripting in broadcast form for maximum clarity and effectiveness.
- Proofread broadcast scripts and revise errors to conform with Broadcast Style Guide and conversational language.
- Know how to write to visuals, especially sports highlights, and then write within a



deadline period, competent copy for highlights and packages.

### **Unit 1: Sports, Culture, and the Media**

Students learn how sporting culture impacts the American public through economic and ideological institutions that structure our perceptions of the world. This unit will pay particular attention to the history and evolution of sports media. In contemporary society, sports is both big business and personal recreation, and yet, despite its influence on American culture, sports remains a relatively unexplored segment of popular culture. Students will also explore the images and narratives of sports media that construct representations of class, masculinity, gender and nation in and around everyday mass-mediated athletic activities.

### **Unit 2: The Fundamentals of Sports Broadcasting**

Students learn the skills and tools necessary to produce and manage content in the contemporary sports broadcasting environment. This unit will focus on helping students develop an aesthetic understanding of sports media production. Students will be able to identify and execute proper pre-production, production, and post-production methods for sports media productions. Students will also have an understanding of managing, editing, distributing, and archiving sports multimedia HD productions.

### **Unit 3: Writing for Sports Media**

Students learn the fundamental writing skills and style for sports broadcasting productions. This unit will focus on writing the basic kinds of scripts used in radio and television sports broadcasting. Students will understand how write conversational language that is natural and professional. The unit will culminate in students learning "Broadcast Style Guide," the primary writing format used in the news and sports broadcasting industry.

### **Unit 4: Live Sporting Event Productions**

Students will acquire the fundamental skills needed to produce live sporting events. Students will move through various production roles such as announcer, camera operator, producer, runner, technical director, and titles/graphics supervisor, etc. as they become proficient in the skills necessary to capture and distribute live audio and video of sporting events.

## **III. Career Awareness and 21st Century Skill Applications:**

Sports Broadcasting is a course in the Career and Technical Education Department. This course engages high school students in interdisciplinary real-world challenges that help them develop the critical thinking and skills necessary to obtain an entry-level position in sports broadcasting. The Sports Broadcasting course educates high school students on the ever-growing and constantly-evolving field of sports broadcasting. Students will learn important industry-standard software and soft skills that will help them be successful in any career path they take.

#### **IV. Character Education Reinforcement and Connections:**

Since this is a Career and Technical Education course, it is designed to help students acquire the skills needed to work in the sports broadcasting industry. Students will develop the mindset of an “employee” rather than just a student. They will be evaluated similar to most of those in the workforce. Are they punctual and show up to work on time? Do they show respect for their colleagues and superiors? Do they show up prepared and ready to work? Do they work well with others?

#### **V. Equity and Diversity Reinforcement and Connections:**

Sports Broadcasting is a course that promotes equality, inclusiveness, and equitable learning environments for all students. For starters, students work in groups to broadcast sporting events. While working in these groups, students bring their cultural backgrounds and diverse experiences to the broadcast and collaborate on the details of the production. Each broadcast can be approached in a variety of different ways that encourages each crew member to have an equal voice in the process. Groups will regularly report out to the class their approach to the broadcast and reflect on how each individual contributed. The curriculum will explore the different contributions of women and people of color to the broadcasting industry, such as Suzy Kolber, Stuart Scott, and Andrés Cantor. Throughout the course, focus is placed on giving all students an opportunity to learn and thrive in each broadcasting crew role, thus promoting equity.

#### **VI. Course Methodology:**

##### **Instructional Strategies/Types of Assignments/Tasks/Activities:**

The following is a sample list of strategies and activities that can be used to teach each of the units listed above in the course content section. These strategies are not the only means by which to teach a unit or part of a unit, but are suggestions to assist in teaching the content. All units can utilize the lecture-discussion strategy, but should also incorporate a variety of strategies to meet the needs of the diverse learning styles and modalities of the students in the classroom.

**Tasks:** These are for classroom activities and exercises that do not fall under Packages, Participation, or Podcasts. They can be assessments, quizzes, reading assignments, software tutorials, warm-ups, etc. Tasks are designed to build knowledge/skills of the curriculum.

**Participation:** Students will be required to participate in a certain number of broadcasts, giving feedback when asked for, and asking questions when necessary. We can learn from our previous broadcasts and students will be asked to evaluate the games so we can improve on the next game.

**Packages:** Students will be expected to produce two types of packages. One type will be sports highlight packages and the other will be sports reporting packages. These will be approximately three minutes in length and require application of skills and knowledge.

**Podcasts:** Students will complete audio-based sports broadcasting exercises through podcast assignments. These will range from sports play-by-play clips, radio interviews, sporting news updates, sports-talk shows, etc. They will require students to create scripts, rundowns, and conduct extensive research.

### VII. Course Evaluation: Means of Assessment:

Course assessments will take on many forms including:

- Checklists
- Individual and Group Work
- Informal/Formal Observations
- Podcasts
- Presentations
- Reflections
- Sports Highlight Packages
- Student Interviews
- Tutorials
- Demonstrations
- Live Sporting Event Broadcasts
- Performance Evaluations
- Portfolio
- Projects
- Rubrics
- Sports Reporting Packages
- Tests and/or Quizzes
- Warm-Ups

**VIII. Instructional Materials:** Instructional materials are determined by the principal, CTE department chair, and instructor after information about district funding, Perkins funding, and facilities are made available.

#### **Basic/Core Text:**

Title: *Sports Media*  
Author(s): Brad Schultz and Ed Arke  
Publisher: Routledge; 3 Edition  
Copyright: 2016 Taylor & Francis

**Supplemental Text:** None



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

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

Submitting School(s): Dougherty Valley High School

New Course Title: Sports Management		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input checked="" type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title:					
For School Year: 2020-2021		Grad requirement:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Weighted Grade:	
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year	Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10	
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	NCAA: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Prerequisite(s) for this Course:							
Co-Requisite(s) for this Course:							
<b>DEPARTMENT</b>							
<input type="checkbox"/> English	010	<input type="checkbox"/> Science	040	<input type="checkbox"/> Fine Arts	070	<input type="checkbox"/> ROP	100
<input type="checkbox"/> Mathematics	020	<input type="checkbox"/> Physical Education	050	<input type="checkbox"/> World Language	080		
<input type="checkbox"/> Social Science	030	<input type="checkbox"/> Applied Arts	060	<input checked="" type="checkbox"/> Electives	090		
<b>SUBJECT AREA</b>							
<input type="checkbox"/> Language Arts	A	<input type="checkbox"/> U.S. History	D	<input type="checkbox"/> Life Science	G	<input type="checkbox"/> Voc/Applied Arts	J
<input type="checkbox"/> Mathematics	B	<input type="checkbox"/> Civics	E	<input type="checkbox"/> Physical Science	H	<input type="checkbox"/> Fine Arts	K
<input type="checkbox"/> World History	C	<input type="checkbox"/> Economics	F	<input type="checkbox"/> World Language	I	<input type="checkbox"/> Physical Ed	L
<input type="checkbox"/> Health	M	<input checked="" type="checkbox"/> Electives	N				
<b>MEETS the following UC a-g REQUIREMENT</b>							
<input type="checkbox"/> Social Studies (a)		<input type="checkbox"/> Mathematics (c)		<input type="checkbox"/> World Language (e)		<input checked="" type="checkbox"/> Electives (g)	
<input type="checkbox"/> English (b)		<input type="checkbox"/> Lab Science (d)		<input type="checkbox"/> Visual/Performing Arts (f)			
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$ 0				Funding Source:			
Annual reoccurring costs for the course: \$ 0				Funding Source:			

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Nechia Miller	DVHS		1/8/20
Department Chair:	Paul Vega			
Counselor:	Jessica Coulson			
Department Admin:	Sarah Acosta Landry			
Principal:	Evan Powell			
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
<b>District Approvals</b>		<b>Date</b>
Principal Council:		1/13/2020
Ed Services Council:		1/15/2020
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

# New Course Proposal Course Outline - High School Curriculum

<b>COURSE TITLE: Sports Management</b>
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs? This is an elective course for students who might not be athletes, but are interested in the support/management side of athletics.</p>
<p>b) How was this need determined? (Include data and documentation collected.) Currently, DVHS has 47 students in its Sports Management Club, many of whom are interested in learning more, and receiving credit and internship opportunities that a formal course could provide.</p>
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
<p>a) What groups of students and how many will be impacted by the change? <small>All 47 of the students in the Sports Management Club are interested in taking this course. Due to the recent implementation of the PLIs, many students are opting for flexible schedules and are on a reduced-period day. This would not impact other programs, as these students would elect to take this course as a sixth course.</small></p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor? A background in athletics, sports management, and administration.</p>
<p>c) What affect will this proposal have on staff assignments? none</p>
<b>SUSTAINABILITY</b>
<p>a) How is this course sustainable over time? It is cost neutral, and provides a non-advanced elective course option for students.</p>
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) one teacher = .2 FTE</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) n/a</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.) n/a</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) \$0</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) \$0</p>
<p>f) List funding sources that will be used to pay for the above costs. general fund</p>

## New Course Proposal Course Outline - High School Curriculum Continued

<b>Department:</b>	electives		
<b>Course Title:</b>	Sports Management		
<b>Grade Level:</b>	10-12		
<b>Course Length:</b>	1 year		
<b>Credits:</b>	10		
<b>Prerequisites/Guidance Information:</b>	recommendation and/or B or better in previous English course		
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<b>UC/CSU Credit:</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Course Description: (As it would appear in the Course Catalog )</b>			
Student will learn steps necessary to run athletic events, including: facilities set-up, equipment maintenance, emergency action plans, program development, logo design, press releases. In addition, the course will focus on following technological production, website design and maintenance, and appropriate use of technological data for live events.			
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>			
The goal of this course is to increase student knowledge of how a succesful athletic program can enhance the atmosphere of the high school experience. Additionally, it serves to increase student awareness of sportsmanship and carrying that through all athletic programs. This course will also expose students to job opportunities in the area that they may pursue after high school.			
<b>Instructional Materials/Resources:</b> Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: <b>Instructional Material Board Approval Request (Step 2)</b> must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
<b>Supplemental Material:</b>			
Title:	Author:		
Publisher:	Copyright:		
<b>Basis for Student Evaluation/Grading:</b>			
Project-based products which may include: presentations, written work, webcasts, webpages			
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>			
Students will engage in collaborative work to enhance the overall student athletic experience on campus. They wil learn to be responsible digital citizens, demonstrating to others how to convey relevant, positive information in an appropriate manner through various online platforms.			
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>			

**SIGNATURES**

Prepared by: Melissa Miller

Date: 1-8-2020

Principal Approval: \_\_\_\_\_

Date: \_\_\_\_\_





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

2/11/20  
 Page 83 of 119  
 Item 11.7

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

Submitting School(s): California High School

New Course Title: The Psychology and Philosophy of Happiness		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP								
This course replaces course #:		Previous Course Title:												
For School Year: 2020-2021		Grad requirement:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted Grade:								
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Length:		<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits:								
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE:		<input type="checkbox"/> Yes <input type="checkbox"/> No		NCAA:								
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No								
Prerequisite(s) for this Course: None														
Co-Requisite(s) for this Course:														
<b>DEPARTMENT</b>														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input checked="" type="checkbox"/>	Social Science	030	<input type="checkbox"/>	Applied Arts	060	<input checked="" type="checkbox"/>	Electives	090						
<b>SUBJECT AREA</b>														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
<b>MEETS the following UC a-g REQUIREMENT</b>														
<input type="checkbox"/>	Social Studies (a)		<input type="checkbox"/>	Mathematics (c)		<input type="checkbox"/>	World Language (e)		<input checked="" type="checkbox"/>	Electives (g)				
<input type="checkbox"/>	English (b)		<input type="checkbox"/>	Lab Science (d)		<input type="checkbox"/>	Visual/Performing Arts (f)							
<b>COURSE FUNDING – Cost Neutral courses will be given priority</b>														
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						If Yes, how much: \$								
Start-up cost including books, materials, equipment: \$0						Funding Source:								
Annual reoccurring costs for the course: \$0						Funding Source:								

**COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS**

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Christina Teslich and Tyler Gulyas	CHS		9/12/19
Department Chair:	Michelle Turner	CHS		9/13/19
Counselor:	Cheryl Youngberg	CHS		9/13/19
Department Admin:	Andy Briggs	CHS		9/13/19
Principal:	Megan Keefer	CHS		9/13/19
List Other Schools' Department Chairs Who Have Been Contacted:				

FOR DISTRICT OFFICE USE ONLY		CRS #
<b>District Approvals</b>		Date
Principal Council:		1/13/2020
Ed Services Council:		1/15/2020
BOE President:		
First reading date:	_____	Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

<b>COURSE TITLE:</b> The Psychology and Philosophy of Happiness
<b>NEEDS STATEMENT/NEEDS ASSESSMENT</b>
a) What need does this course/program fulfill that cannot be met by existing courses/programs? There are no other courses offered that address happiness and positive thinking specifically. While the class is academic and we are studying the science and field of happiness, we are also focusing on students overall wellbeing and how they themselves can become happier.
b) How was this need determined? (Include data and documentation collected.) Unfortunately, depression and anxiety are on the rise among our youth and we have all been touched by its awful effects. Students need to learn about and practice having a healthy mental state to help combat anxiety and sadness.
<b>EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM</b>
a) What groups of students and how many will be impacted by the change? Juniors and seniors can sign up for the class
b) What special skills, training, experience, and/or credential will be required of the instructor? State certified credential to teach high school
c) What affect will this proposal have on staff assignments? Provide an additional elective activity
<b>SUSTAINABILITY</b>
a) How is this course sustainable over time? As long as there is student interest and sign ups the course is sustainable
<b>COURSE/PROGRAM COST - Cost Neutral courses will be given priority</b>
a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.) Christina Teslich English Teacher and Tyler Gulyas Social Science Teacher No annual Cost
b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.) none
c) Capital Outlay. (Include machines, computers, remodeling space, large items.) none
d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.) \$0
e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.) \$0
f) List funding sources that will be used to pay for the above costs. n/a



**New Course Proposal Course Outline - High School Curriculum Continued**

<b>Department:</b>	Social Science	
<b>Course Title:</b>	The Psychology and Philosophy of Happiness	
<b>Grade Level:</b>	11 and 12	
<b>Course Length:</b>	Year Long	
<b>Credits:</b>	10	
<b>Prerequisites/Guidance Information:</b>	none	
<b>Graduation Requirement:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>UC/CSU Credit:</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Course Description: (As it would appear in the Course Catalog )</b>		
<p>This is an introductory course to the field of Positive Psychology and Philosophy. Positive Psychology is the scientific study of human happiness, well-being, and strength of character while Philosophy studies the fundamental questions of existence, knowledge, reason, and the mind. This is a year long, two semester course with one semester focusing on positive psychology and the other focusing on philosophy. Both classes will focus on the science of happiness. The following topics will be covered in the year: defining and measuring happiness; interpreting beliefs; different philosophical views of happiness; developing healthy self-esteem; mindfulness; mental habits of happiness; compassion and kindness; forming positive habits, social support structures, and healthy relationships. Students will engage in detailed analysis of these concepts and gain an understanding of the research behind the concepts.</p>		
<b>Major Instructional Objectives for the Course - On completion of the course, the student will be able to:</b>		
<p>Students will be able to measure and define happiness          Students will understand the different philosophical views of happiness          Students will be able to gather their own data and research a fundamental question about happiness          Students will know what mental habits of happy people are and be able to put them into practice          Students will tackle fundamental questions about life and knowledge          Students will learn kindness and compassion          Students will learn how to work with each other          Students will help the community          Students will learn mindfulness</p>		
<b>Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.</b>		
Title:	Author:	
Publisher:	Copyright:	
Title:	Author:	
Publisher:	Copyright:	
<b>Supplemental Material:</b>		
Title:	Author:	
Publisher:	Copyright:	
<b>Basis for Student Evaluation/Grading:</b>		
<p>Students will be graded on Essential Skills in both psychology and philosophy. The grade will be tied to a formal research paper, formal assessments given throughout the year, participation in serving the community, academic discussions, projects, readings, and written assessments.</p>		
<b>Compliance with District Mission/Goals: (Which ones, and in what way?)</b>		
<p>In the course, students will learn that a persons' happiness is strongly correlated with giving back and serving the community they are a part of, hence students will be giving back to the community as part of the class. This ties into the distinct mission of "intensive community involvement" as well as preparing students to "flourish as responsible, ethical and productive citizens." This class also helps boost self esteem and wellbeing. While the class is academic and research based, students will be monitoring their own happiness and learning to put into practice what research says makes people happy. This overall mental well being will help carry over into students lives, helping them realize their full potential as well as helping them discover the joys of learning about themselves, both of which are part of the district mission statement.</p>		
<b>Compliance with State Framework(s): (Which ones, and in what way?)</b>		
See Attached***		

**SIGNATURES**

Prepared by: Chashna Teshich & Tyler Gulyas

Date: 9/12/19

Principal Approval: [Signature]

Date: 9/12/19

*Compliance with State Framework(s): (Which ones, and in what way?)*

The class will comply with the state framework listed below from the California Department of Education for College and Career Readiness Anchor Standards. Through the research students will read, discuss, measure, and write with, as well as through the course work and discussions, the class should hit all the standards listed below.

#### College and Career Readiness Anchor Standards for Writing:

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

## College and Career Readiness Anchor Standards for Speaking and Listening:

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

##### Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

##### Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

“College and Career Readiness Anchor Standards.” *College and Career Readiness Anchor Standards - Content Standards (CA Dept of Education)*, [www.cde.ca.gov/be/st/ss/elaanchorstandards.asp](http://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp).

## The Psychology and Philosophy of Happiness

### *Course Description:*

This is an introductory course to the field of Positive Psychology and Philosophy. Positive Psychology is the scientific study of human happiness, well-being, and strength of character while Philosophy studies the fundamental questions of existence, knowledge, reason, and the mind. This is a year long, two semester course with one semester focusing on positive psychology and the other focusing on philosophy. Both classes will focus on the science of happiness. The following topics will be covered in the year: defining and measuring happiness; interpreting beliefs; different philosophical views of happiness; developing healthy self-esteem; mindfulness; mental habits of happiness; compassion and kindness; forming positive habits, social support structures, and healthy relationships. Students will engage in detailed analysis of these concepts and gain an understanding of the research behind the concepts.

### *Major Course Objectives:*

- Students will be able to measure and define happiness
- Students will understand the different philosophical views of happiness
- Students will be able to gather their own data and research a fundamental question about happiness
- Students will know what mental habits of happy people are and be able to put them into practice
- Students will tackle fundamental questions about life and knowledge
- Students will learn kindness and compassion
- Students will learn how to work with each other
- Students will help the community
- Students will learn mindfulness

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

There are no other courses offered that address happiness and positive thinking specifically. While the class is academic and we are studying the science and field of happiness, we are also focusing on students overall wellbeing and how they themselves can become happier.

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

Unfortunately, depression and anxiety are on the rise among our youth and we have all been touched by its awful effects. Students need to learn about and practice having a healthy mental state to help combat anxiety and sadness.

#### EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM

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

Juniors and seniors can sign up for the class.

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

State certified credential to teach high school

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

Provide an additional elective activity

#### SUSTAINABILITY

*a) How is this course sustainable over time?*

As long as there is student interest and sign ups the course is sustainable

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

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

Christina Teslich English Teacher and Tyler Gulyas Social Science Teacher

#### *Basis for Student Evaluation/Grading:*

Students will be graded on Essential Skills in both psychology and philosophy. The grade will be tied to a formal research paper, formal assessments given throughout the year, participation in serving the community, academic discussions, projects, readings, and written assessments.

#### *Compliance with District Mission/Goals: (Which ones, and in what way?)*

*With an ongoing tradition of educational excellence and intensive community involvement, we serve all our students and prepare them to flourish as responsible, ethical and productive citizens by providing a continuously improving educational program which encourages all our students to discover the joy of learning and to realize their full potential in an ever-changing world.*

In the course, students will learn that a persons' happiness is strongly correlated with giving back and serving the community they are a part of, hence students will be giving back to the community as part of the class. This ties into the distinct mission of "intensive community involvement" as well as

preparing students to “flourish as responsible, ethical and productive citizens.” This class also helps boost self esteem and wellbeing. While the class is academic and research based, students will be monitoring their own happiness and learning to put into practice what research says makes people happy. This overall mental well being will help carry over into students lives, helping them realize their full potential as well as helping them discover the joys of learning about themselves, both of which are part of the district mission statement.

*Compliance with State Framework(s): (Which ones, and in what way?)*

The class will comply with the state framework listed below from the California Department of Education for College and Career Readiness Anchor Standards. Through the research students will read, discuss, measure, and write with, as well as through the course work and discussions, the class should hit all the standards listed below.

College and Career Readiness Anchor Standards for Writing:

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Speaking and Listening:

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

#### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

1. Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

#### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

#### Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

“College and Career Readiness Anchor Standards.” *College and Career Readiness Anchor Standards - Content Standards (CA Dept of Education)*, [www.cde.ca.gov/be/st/ss/elaanchorstandards.asp](http://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp).

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

**DATE:** FEBRUARY 11, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF OUT-OF-STATE SCHOOL TRIP FOR MONTE VISTA HIGH SCHOOL SPEECH AND DEBATE STUDENTS TO THE NATIONAL SPEECH AND DEBATE TOURNAMENT IN LEXINGTON, KENTUCKY – APRIL 17-20, 2020

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**DISCUSSION:** Monte Vista High School is requesting an out-of-state school trip for the Speech and Debate students to attend the National Speech and Debate Tournament in Lexington, Kentucky. This tournament is a qualifying tournament and students are currently working on their qualifications to be submitted in March 2020. Two instructional days will be missed. Details of the trip, including tentative itinerary and transportation, are attached.

**RECOMMENDATION:** Administration recommends approval of this out-of-state school trip. Approval of this trip will allow school personnel to move forward in their planning.

**BUDGET IMPLICATIONS:** The estimated donation per participant is \$800. All trip cost will be covered by fundraising. No student will be denied participation in this trip due to the lack of funds.

  
\_\_\_\_\_  
Jon Campopiano  
Executive Director, Educational Services

  
\_\_\_\_\_  
Christine Huajardo  
Assistant Superintendent

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

11.8

Item Number



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
PRELIMINARY SCHOOL TRIP APPROVAL FOR CATEGORY 3 TRIPS**

This preliminary approval form must be completed for trips that are out of state or for travel to a foreign country. The completed form must be submitted to the site Principal and Education Services for approval prior to any promotion of the trip or reservations being made, and before any other documentation is distributed, in accordance with AR6153 and AR3541.1. All trips must be arranged through the Transportation Department.

School: Monte Vista Club/Organization/Class Speech & Debate  
Destination: Lexington, KY Responsible Person(s): David Matley  
Date(s) of trip: 04/17/2020 04/20/2020 # of Instructional Days Missed: 2

1. **Rationale:** Complete a description of proposed trip and its relationship to instruction in the area provided below. This should include a tentative itinerary of the trip activities.

Approximately 10-12 students will be attending this qualifying tournament. The students are currently working on their qualifications and the names of the students determined to attend will be submitted no later than March 13, 2020.  
An additional chaperone will attend if more than 10 students participate.

2. **Transportation:** Must begin and end at school. Exceptions due to unique circumstances must be approved by Educational Services. Select two if more than one mode of transportation used. (Including to airport or BART if applicable)

To and From Destination Private Car Plane Specify if Other: \_\_\_\_\_  
At Destination Other Specify if Other: Rental Cars

3. **Lodging:** Type of Housing Hotel Specify if Other: \_\_\_\_\_ # of nights: 3

4. **Estimated number of student participants:** 10

5. **Funding:**

Estimated total donation for the trip per person (students and chaperones) \$ 800 Total of Trip \$ 9,600

All trip cost will be covered by fundraising. No student will be denied participation in this trip due to the lack funds.

6. **Supervision:** Volunteers/Drivers/Chaperons must be cleared through the Volunteer Management System.

Number of certificated staff 2 Number of Volunteers 0

Ratio of chaperons to students 10:1 (Mixed gender overnight trips require mixed gender chaperons at a ratio of 10:1).

Principal's Approval Kevin Ahern Date 01/14/2020

Director's Approval Jon Campopiano Date 01/14/2020

After Board approval, I will submit the Final Documents to Ed Services:

Roster  Itinerary  Volunteer/Driver/Chaperone List

I have verified that all Volunteers, Drivers and/or Chaperons have been cleared.

I have verified the trip meets the Chaperon supervision requirements for Certificated staff, ratio and gender.

Submitted by: David Matley Date: 01/15/2020  
(Name of person submitting documents)

**TOC Itinerary 2020 (times approximate):**

**Friday, April 17, 2020:**

5:00 am: Meet at Monte Vista horseshoe and carpool to SFO.

6:30 pm: Arrive Lexington. Pick up minivans and transport students to Hotel in Lexington.

9:00 pm: Arrive at hotel

**Saturday, April 18, 2020**

7:00 am: All students meet in lobby.

8:00 am - 6:00 pm: Students compete at University of Kentucky

7:00 pm – 9:30 pm: Team Dinner near hotel.

10:00 pm curfew. All students in room by 10:00 pm.

**Sunday, April 19, 2020**

7:00 am: All students meet in lobby.

7:30 am – 6:00 pm: Students compete at University of Kentucky

7:00 pm – 9:30 pm: Team Dinner near hotel.

10:00 pm curfew. All students in room by 10:00 pm.

**Monday, April 10, 2020**

7:00--8:00 am – Postings for Final Rounds.

8:00 am—2:00 pm – Final rounds and awards.

3:00 pm – Leave for airport.

10:50 pm – Arrive back at SFO. Carpool back to Monte Vista.

**Flight Information: Fri APRIL 17.** UNITED AIRLINES #2308 7:40 am SFO to Washington, Dulles. UA #3862. To Lexington, KY. Arrive Lexington 7:23 pm.

**Mon APR 30.** UNITED AIRLINES #4563 Lexington to Chicago. UA #1742  
8:05 pm arrive SAN FRANCISCO, CALIFORNIA 10:50 PM

**Hotel: Courtyard Lexington South/Hamburg Place**

1951 Pleasant Ridge Drive, I-75 at Man-O-War Boulevard Lexington Kentucky 40509

Telephone number (859)-263-9090

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

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Item 11.9

**DATE: FEBRUARY 11, 2020**

**TOPIC: CONSIDERATION OF APPROVAL OF OUT-OF-STATE SCHOOL TRIP FOR DOUGHERTY VALLEY HIGH SCHOOL ROBOTICS STUDENTS TO THE VEX WORLD'S COMPETITION IN LOUISVILLE, KENTUCKY – APRIL 21-26, 2020**

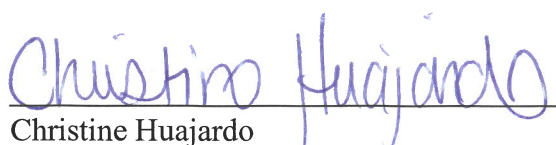
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**DISCUSSION:** Dougherty Valley High School is requesting an out-of-state school trip for the Robotics Club students to compete in the VEX World's Competition. Each year VEX robotics creates a "game" for the students to compete in. The competition is based on creating a robot that can achieve the objective of the game as efficiently as possible. They must work with another team's robot and compete against two other teams' robots at the same time. Throughout the year the teams qualify to the state level tournaments and eventually the "world's" competition. Students develop problem solving skills, team work skills and how to work within a team. The DVHS Robotics Teams are in the process of qualifying for the VEX World's Event. Next level its states and finally worlds. Four instructional days will be missed. Details of the trip, including tentative itinerary and transportation, are attached.

**RECOMMENDATION:** Administration recommends approval of this out-of-state school trip. Approval of this trip will allow school personnel to move forward in their planning.

**BUDGET IMPLICATIONS:** The estimated donation per participant is \$1,000. All trip costs will be covered by fundraising. No student will be denied participation in this trip due to the lack of funds.

  
\_\_\_\_\_  
Jon Campopiano  
Executive Director, Educational Services

  
\_\_\_\_\_  
Christine Huajardo  
Assistant Superintendent

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

11.9

Item Number





### SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT PRELIMINARY SCHOOL TRIP APPROVAL FOR CATEGORY 3 TRIPS

This preliminary approval form must be completed for trips that are out of state or for travel to a foreign country. The completed form must be submitted to the site Principal and Education Services for approval prior to any promotion of the trip or reservations being made, and before any other documentation is distributed, in accordance with AR6153 and AR3541.1. All trips must be arranged through the Transportation Department.

School: Dougherty Valley Club/Organization/Class Dougherty Valley Robotics Club  
Destination: Louisville, Kentucky Responsible Person(s): Daniel Farmer  
Date(s) of trip: 04/21/2020 04/26/2020 # of Instructional Days Missed: 4

1. **Rationale:** Complete a description of proposed trip and its relationship to instruction in the area provided below. This should include a tentative itinerary of the trip activities.

The DV Robotics club participates in VEX Robotics Competitions. Each year VEX robotics creates a "game" for the students to compete in. The competition is based on creating a robot that can achieve the objective of the game as efficiently as possible. They must work with another teams robot and compete against two other teams robots at the same time. Throughout the year the teams qualify to the state level tournaments and eventually the "world's" competition. The nature of this means students are develop problem solving skills, team work and how to work within a team. The DVHS Robotics Teams are in the process of qualifying for the VEX World's Event. Next level its states and finally worlds.

2. **Transportation:** Must begin and end at school. Exceptions due to unique circumstances must be approved by Educational Services. Select two if more than one mode of transportation used. (Including to airport or BART if applicable)

To and From Destination Private Car Plane Specify if Other: \_\_\_\_\_  
At Destination Private Car Specify if Other: \_\_\_\_\_

3. **Lodging:** Type of Housing Hotel Specify if Other: \_\_\_\_\_ # of nights: 5

4. **Estimated number of student participants:** 40

5. **Funding:**

Estimated total donation for the trip per person (students and chaperones) \$ 1000 Total of Trip \$ 44000

All trip cost will be covered by fundraising. No student will be denied participation in this trip due to the lack funds.

6. **Supervision:** Volunteers/Drivers/Chaperons must be cleared through the Volunteer Management System.

Number of certificated staff 1 Number of Volunteers 3

Ratio of chaperons to students 1:10 (Mixed gender overnight trips require mixed gender chaperons at a ratio of 10:1).

Principal's Approval Evan Powell Date 01/22/2020  
Director's Approval Jon Campopiano Date 01/23/2020

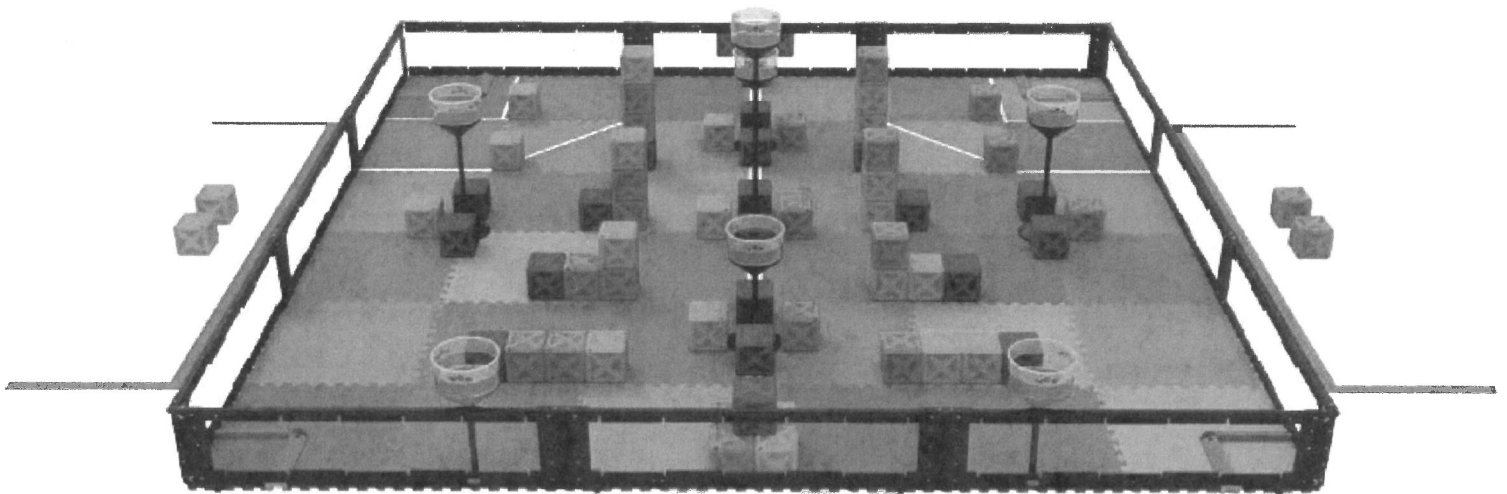
After Board approval, I will submit the Final Documents to Ed Services:

- Roster  Itinerary  Volunteer/Driver/Chaperone List  
 I have verified that all Volunteers, Drivers and/or Chaperons have been cleared.  
 I have verified the trip meets the Chaperon supervision requirements for Certificated staff, ratio and gender.

Submitted by: Daniel Farmer Date: 01/24/2020  
(Name of person submitting documents)



# GAME DESCRIPTION AND SCORING



## GAME

Played on a 12'x12' square field configured as seen above. Two (2) Alliances – one (1) "red" and one (1) "blue" – composed of two (2) Teams each, compete in Matches consisting of fifteen (15) second Autonomous Period, followed by one minute and forty-five second (1:45) Driver Controlled Period.

The object of the game is to attain a higher score than the opposing Alliance by Placing Cubes in Towers and Scoring Cubes in Goal Zones.

22 x



22 x



22 x



## DETAILS

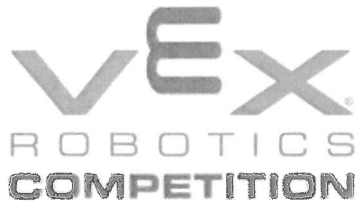
There are sixty-six (66) *Cubes*; twenty-two (22) of each color (orange, green, and purple). There are seven (7) *Towers* around the field; five (5) of these can be used by either Alliance, and two (2) are Alliance-specific. Cubes are Scored into four (4) *Goal Zones* (two per Alliance), in the corners of the field.

Each Cube scored in a *Goal Zone* is worth a base of one (1) point. For each Cube of a given color that is Placed into a Tower, the point value for *Cubes* of that color increases by one (1) point.

For example, if there are three (3) green Cubes Placed in Towers at the end of the Match, then all green *Cubes* Scored in *Goal Zones* are worth four (4) points.

The Alliance that scores more points in *Autonomous Period* receives bonus points, as well as receiving 2 purple Cubes, which may be introduced at any time during the *Driver Control* period.





The VEX Robotics Competition, presented by the Robotics Education & Competition Foundation, is the world's largest & fastest-growing middle and high school robotics competition. Each year, an engineering challenge is presented in the form of a game. Students, with guidance from their teachers and mentors, build innovative robots and compete year-round in a variety of matches.

## How to get involved

1. Register as a VEX Robotics Competition team at [RobotEvents.com](http://RobotEvents.com)
  - \$150 for the first team
  - \$100 for additional teams
  - Registration includes a welcome kit that contains practice game elements and materials to help you get started.
2. Competition information about this year's challenge is available online at [RoboticsEducation.org](http://RoboticsEducation.org)
3. Design & build your competition robot. Robot kits are available at [vexedr.com](http://vexedr.com)
4. Register for an event and play the game! A full list of events and team registration is located at [RobotEvents.com](http://RobotEvents.com)



# 1 MILLION STUDENTS REACHED WORLDWIDE THROUGH ALL VEX ROBOTICS PROGRAMS, CLASSROOMS, AND COMPETITIONS

The VEX Robotics World Championship is recognized as the largest robot competition by Guinness World Records. Once a year, 1,650 of the top teams come together to celebrate their achievements in STEM and compete with the best in the world.



**Itinerary for DVHS Robotics Club School Trip to VEX Robotics Competition World Championship**

<b>Dates</b>	<b>4/21/2020 - 4/26/2020</b>
Trip Description	Robotics Competition
Trip length	Six days
Departure Date & Time	April 21, 2020 at 3 am DVHS Parking Lot
Arrival Time	3:49 pm Louisville Kentucky
Hotel	SpringHill Suites Louisville Downtown 132 E Jefferson Louisville, Kentucky 40202 USA
Ground Transportation	Private vehicles driven by staff chaperone, parent chaperone, and parent volunteer drivers to and from Airport. Hotel Shuttles will be used while in Louisville.
Main Contact Name/Phone	Teacher: Daniel Farmer 925.360.2106 (mobile)
Return Date and Time	April 26, 2020 approximately 1:30 pm

<b>Day 1 Itinerary Tues, April 21, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Depart DVHS	3:00 am	DVHS Parking Lot	Daniel Farmer	925.360.2106
Arrive San Francisco Airport	4:00 am	San Francisco Airport American Airlines Flight 1454 Departs 5:30am		
Depart San Francisco Airport	5:30 am			
Arrive Louisville Airport	3:49 pm	Louisville Airport		
Depart Louisville Airport by hotel shuttle	4:30 pm			
Hotel Check-In	5:00 pm	Marriott Springhill Suite		

<b>Day 2 Itinerary Wed, April 22, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Wake up	7 am	Marriott Springhill Suite	Daniel Farmer	925.360.2106

Breakfast	7:30 am	Kentucky Expo Center 937 Phillips Ln, Louisville, KY		
Robot Assembly and Testing	8 - 11:30 am			
Lunch Break	11:30 am			
Depart Hotel	12:30 pm			
Arrive Competition Venue	12:45 pm			
Team Check-in	1 pm			
Robot Inspection	2 pm			
Practice and Skills Challenges	3 – 6:45 pm			
Driver Meeting	4:15- 5:00 pm			
Depart Venue	7 pm			
Arrive at Hotel and Dinner	7:30 pm	Marriott Springhill Suite		

<b>Day 3 Itinerary Thurs, April 23, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Wake up	6 am	Marriott Springhill Suite	Daniel Farmer	925.360.2106
Breakfast	6:30 am			
Depart Hotel	7 am			
Arrive Competition Venue	7:15 am	Kentucky Expo Center 937 Phillips Ln, Louisville, KY		
Opening Ceremonies	8:30 am			
Qualifying Rounds and Skills Challenges	9:30 am			
Lunch Break	12:15 – 1pm			
Qualifying Rounds and Skills Challenges	1 – 6 pm			
Depart Venue	6:30 pm			
Arrive at Hotel and Dinner	7 pm	Marriott Springhill Suite		

<b>Day 4 Itinerary Friday, April 24, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Wake up	6 am	Marriott Springhill Suite	Daniel Farmer	925.360.2106
Breakfast	6:30 am			
Depart Hotel	7 am			
Arrive Competition Venue	7:15 am	Kentucky Expo Center 937 Phillips Ln, Louisville, KY		
Opening Ceremonies	8:30 am			
Qualifying Rounds and Skills Challenges	9:30 am			
Lunch Break	12:15 – 1pm			
Qualifying Rounds and Skills Challenges	1 – 6 pm			
Depart Venue	6:30 pm			
Arrive at Hotel and Dinner	7 pm	Marriott Springhill Suite		

<b>Day 5 Itinerary Saturday, April 25, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Wake up	6 am	Marriott Springhill Suite	Daniel Farmer	925.360.2106
Breakfast	6:30 am			
Depart Hotel	7 am			
Arrive Competition Venue	7:15 am	Kentucky Expo Center 937 Phillips Ln, Louisville, KY		
Opening Ceremonies/ Division Awards	8:30 am			
Qualifying Rounds and Skills Challenge Top 10 Playoff	9 - 11:50 am			
Alliance Selection	12:00 pm			
Division Playoffs and Awards	1:15 – 3:30 pm			
Finals and Awards Ceremony	4 – 5:45 pm			
Depart Venue	6:30 pm			

Arrive at Hotel and Dinner	7 pm	Marriott Springhill Suite		
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<b>Day 6 Itinerary Sun, April 26, 2020</b>	<b>Time</b>	<b>Location</b>	<b>Contact Person</b>	<b>Contact Number</b>
Wake up	3:30 am	Marriott Springhill Suite	Daniel Farmer	925.360.2106
Breakfast	4:00 am			
Depart Hotel / Check-out	4:30 am			
Arrive Louisville International Airport	5:00 am	Louisville Airport Southwest Airlines Flight 846 Departs 6:30 am		
Depart Louisville International Airport	6:30 am			
Arrive Oakland Airport	11:35 am	Oakland Airport		
Depart Oakland Airport	12:30 pm			
Arrive DVHS	1:30 pm	DVHS Parking Lot		



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

2/11/20  
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Item 11.10

**DATE: FEBRUARY 11, 2020**

**TOPIC: CONSIDERATION OF APPROVAL OF OUT-OF-STATE SCHOOL TRIP FOR MONTE VISTA HIGH SCHOOL SPEECH AND DEBATE STUDENTS TO THE NATIONAL SPEECH AND DEBATE TOURNAMENT IN ALBUQUERQUE, NEW MEXICO – JUNE 13-20, 2020**

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**DISCUSSION:** Monte Vista High School is requesting an out-of-state school trip for the Speech and Debate students to attend the National Speech and Debate Tournament in Albuquerque, New Mexico. This tournament is a qualifying tournament and students are currently working on their qualifications to be submitted in March 2020. No instructional days will be missed due to summer vacation. Details of the trip, including tentative itinerary and transportation, are attached.

**RECOMMENDATION:** Administration recommends approval of this out-of-state school trip. Approval of this trip will allow school personnel to move forward in their planning.

**BUDGET IMPLICATIONS:** The estimated donation per participant is \$1,000. All trip cost will be covered by fundraising. No student will be denied participation in this trip due to the lack of funds.



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Jon Campopiano  
Executive Director, Educational Services



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Christine Huajardo  
Assistant Superintendent



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Rick Schmitt  
Superintendent

11.10

Item Number



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
PRELIMINARY SCHOOL TRIP APPROVAL FOR CATEGORY 3 TRIPS

This preliminary approval form must be completed for trips that are out of state or for travel to a foreign country. The completed form must be submitted to the site Principal and Education Services for approval prior to any promotion of the trip or reservations being made, and before any other documentation is distributed, in accordance with AR6153 and AR3541.1. All trips must be arranged through the Transportation Department.

School: Monte Vista Club/Organization/Class Speech and Debate  
Destination: Albuquerque, NM Responsible Person(s): David Matley  
Date(s) of trip: 06/13/2020 06/20/2020 # of Instructional Days Missed: 0

- 1. **Rationale:** Complete a description of proposed trip and its relationship to instruction in the area provided below. This should include a tentative itinerary of the trip activities.

Approximately 10-12 students will be attending this qualifying tournament. The students are currently working on their qualifications and the names of the students determined to attend will be submitted no later than March 13, 2020.  
An additional chaperone will attend if more than 10 students participate.

- 2. **Transportation:** Must begin and end at school. Exceptions due to unique circumstances must be approved by Educational Services. Select two if more than one mode of transportation used. (Including to airport or BART if applicable)

To and From Destination Plane Specify if Other: \_\_\_\_\_  
At Destination Other Specify if Other: Rental Car

- 3. **Lodging:** Type of Housing Hotel Specify if Other: \_\_\_\_\_ # of nights: 7

- 4. **Estimated number of student participants:** 10

- 5. **Funding:**

Estimated total donation for the trip per person (students and chaperones) \$ 1,000 Total of Trip \$ 14,000  
All trip cost will be covered by fundraising. No student will be denied participation in this trip due to the lack funds.

- 6. **Supervision:** Volunteers/Drivers/Chaperons must be cleared through the Volunteer Management System.

Number of certificated staff 3 Number of Volunteers 1

Ratio of chaperons to students 10:1 (Mixed gender overnight trips require mixed gender chaperons at a ratio of 10:1).

Principal's Approval Kevin Abern Date 01/14/2020

Director's Approval Jon Campopiano Date 01/14/2020

After Board approval, I will submit the Final Documents to Ed Services:

- Roster  Itinerary  Volunteer/Driver/Chaperone List
- I have verified that all Volunteers, Drivers and/or Chaperons have been cleared.
- I have verified the trip meets the Chaperon supervision requirements for Certificated staff, ratio and gender.

Submitted by: David Matley Date: 01/15/2020  
(Name of person submitting documents)

**NATIONALS 2020 Itinerary (times are approximate)**

2/11/20

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Item 11.10

**Saturday, June 13, 2020**

9:30 am: Meet at Monte Vista and caravan to SFO.

1:26 pm: Depart for Albuquerque (see flight information in letter).

10:00 pm curfew.

**Sunday, June 14, 2020**

8:00 am – 6:00 pm: Students practice at hotel, Coaches register

7:00 pm – 9:30 pm: Dinner in hotel complex

10:00 pm curfew.

**Monday, June 15, 2020**

7:00 am – 8:00 pm: Students compete at tournament.

8:00 pm – 9:30 pm: Dinner in hotel complex

10:00 pm curfew.

**Tuesday, June 16, 2020**

7:00 am – 8:00 pm: Students compete at tournament.

8:00 pm – 9:30 pm: Dinner in hotel complex

10:00 pm curfew.

**Wednesday, June 17, 2020**

7:00 am – 8:00 pm: Students compete at tournament.

8:00 pm – 9:30 pm: Dinner in hotel complex

10:00 pm curfew.

**Thursday, June 18, 2020**

7:00 am – 4:00 pm: Students compete at tournament.

4:00 pm – 9:30 pm: Interpretation Final Rounds. Eat before finals.

10:00 pm curfew.

**Friday, June 20, 2020**

7:00 am – 8:30 pm: Students watch rest of final rounds and awards ceremony.

8:30 pm – 10:30 pm: Dinner in or around hotel complex.

10:00 pm curfew.

**Saturday, June 20, 2020**

7:00 – 8:00 am Breakfast at hotel.

8:00 am – Leave for Airport.

11:10 am – Depart from Albuquerque.

2:00 pm – Arrive back at SFO

Flight and Hotel TBD

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

**DATE: February 11, 2020**

**TOPIC: CONSIDERATION OF APPROVAL OF THE 2020-2021 AND 2021-2022  
S.I.T.E.S.: SR INFANT/TODDLER INSTRUCTIONAL CALENDARS**

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**DISCUSSION:**

The 2021-2021 and 2021-2022 Instructional Calendars for elementary, middle, and high schools were adopted by the Board on December 17, 2019.

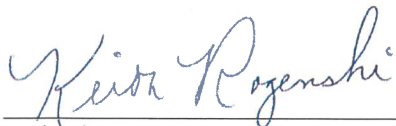
The S. I. T. E. S. Program services infants and toddlers with special needs. The calendar is designed to meet the needs of those youngsters, some of whom require year-round support. The program includes 20 more instructional days than the traditional calendar.

**RECOMMENDATION:**

Approve the 2021-2021 and 2021-2022 S.I.T.E.S.: SR Infant/Toddler Instructional Calendars as presented.

**BUDGET IMPLICATIONS:**

There are no budget implications.



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Keith Rogenski  
Assistant Superintendent  
Human Resources



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Rick Schmitt  
Superintendent

**11.11**

Item Number

## SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 2020-2021 SITES: SR INFANT/TODDLER PROGRAM INSTRUCTIONAL CALENDAR

JULY							AUGUST							SEPTEMBER							1st and Last Day of School (Minimum Day)
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
			1	2	3	4							1			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
1-2 SITES In Session 3 Independence Day Holiday 6-31 SITES Closed							3-6 Floating Work Day 7 New Teacher Inservice 10 TK-12 Staff Development Day 11 First Day of School (Minimum Day) 18 New Teachers							7 Labor Day Holiday 15 TK-12 Staff Development Day (Minimum Day)							
2 Teachers      Students 2							17 Teachers      Students 15							21 Teachers      Students 21							
OCTOBER							NOVEMBER							DECEMBER							TK-12 Staff Development Day
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			
2 Floating Work Day 5-9 TK-8 Conferences (Minimum Days) 9 End of 1st Quarter (42)							2 School Recess 3 TK-12 Staff Development Day 11 Veterans Day Observed 23-27 Thanksgiving Break 26 Thanksgiving Holiday 25/27 Classified Holidays							15-18 Semester Finals 18 End of 1st Semester (84) 21-31 Winter Break 25 Christmas Day Holiday 23/24 Classified Holidays							
22 Teachers      Students 21							14 Teachers      Students 13							14 Teachers      Students 14							
JANUARY							FEBRUARY							MARCH							Classified Holiday
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
					1	2													1	2	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28							28	29	30	31				
31																					
1 New Year's Day Holiday 1 Winter Break Continued 4 Floating Work Day 18 Martin Luther King Holiday 26 TK-12 Staff Development Day (Minimum Day)							12 Floating Work Day 15 President's Day 16 TK-12 Staff Development Day							5 Floating Work Day 10-12 TK-8 Conferences (Minimum Days) 12 End of 3rd Quarter (44) 23 TK-12 Staff Development Day (Minimum Day)							
19 Teachers      Students 18							18 Teachers      Students 17							22 Teachers      Students 22							
APRIL							MAY							JUNE							TK-12 Staff Development Day (Minimum Day)
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
				1	2	3							1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
2 Floating Work Day 5-9 Spring Break 9 Classified Holiday							TBD AP Exam Window 28 A Period Finals 31 Memorial Day							1-3 Final Exams 3 End of 2nd Semester (96) 3 Last Day of School (Minimum Day) 4 Floating Work Day 7-29 SITES In Session 14 Summer School Begins							
16 Teachers      Students 16							20 Teachers      Students 20							21 Teachers      Students 21							

**Classified:**  
Two in lieu days observed:  
11/25/20 & 12/23/20

**Days of Instruction**  
200

**Work Days New Teachers**  
207

**Work Days Returning Teachers**  
206



### SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 2021-2022 SR INFANT/TODDLER PROGRAM INSTRUCTIONAL CALENDAR

JULY							AUGUST							SEPTEMBER							1st and Last Day of School (Minimum Day)	
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
				1	2	3	1	2	3	4	5	6	7				1	2	3	4		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	Legal Holiday	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	School Recess	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	New Teacher Orientation	
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			Floating Work Day	
5 Independence Day Holiday Observed							2-5 Floating Work Day 6 New Teacher Inservice 9 TK-12 Staff Development Day 10 First Day of School (Minimum Day) 19 New Teachers 18 Teachers                  Students    16							6 Labor Day Holiday 14 TK-12 Staff Development Day (Minimum Day) 21 Teachers                  Students    21								
OCTOBER							NOVEMBER							DECEMBER							TK-12 Staff Development Day	
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
					1	2	1	2	3	4	5	6				1	2	3	4	TK-12 Staff Development Day		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	TK-12 Staff Development Day (Minimum Day)	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	Classified Holiday	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	Conference Day (Minimum Day)	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31			
31																						
8 Floating Work Day 11-15 TK-8 Conferences (Minimum Days) 15 End of 1st Quarter (47) 21 Teachers                  Students    20							1 School Recess 2 TK-12 Staff Development Day 11 Veterans Day Observed 12 Floating Work Day 22-26 Thanksgiving Break 25 Thanksgiving Holiday 24/26 Classified Holidays 15 Teachers                  Students    13							17-22 Semester Finals 22 End of 1st Semester (86) 23-31 Winter Break 24 Christmas Day Holiday Observed 23/27 Classified Holidays 31 New Year's Day Holiday Observed 16 Teachers                  Students    16								
JANUARY							FEBRUARY							MARCH							Classified: Two in lieu days observed: 11/24/21 & 12/27/21	
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
						1			1	2	3	4	5				1	2	3	4	5	Days of Instruction 200
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	Work Days New Teachers 207	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	Work Days Returning Teachers 206	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26		
23	24	25	26	27	28	29	27	28						27	28	29	30	31				
30	31																					
3-7 Winter Break Continued 17 Martin Luther King Holiday 25 TK-12 Staff Development Day (Minimum Day) 15 Teachers                  Students    15							21 President's Day Holiday 22 TK-12 Staff Development Day 19 Teachers                  Students    18							11 Floating Work Day 18 End of 3rd Quarter (46) 16-18 TK-8 Conferences (Minimum Days) 22 TK-12 Staff Development Day (Minimum Day) 22 Teachers                  Students    22								
APRIL							MAY							JUNE								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
					1	2	1	2	3	4	5	6	7				1	2	3	4		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30				
4-8 Spring Break 8 Classified Holiday 16 Teachers                  Students    16							TBD AP Exam Window 30 Memorial Day 31 Final Exams Begin 21 Teachers                  Students    21							1-2 Final Exams Continued 2 End of 2nd Semester (94) 2 Last Day of School (Minimum Day) 3 Floating Work Day 3-30 SITES In Session 13 Summer School Begins 22 Teachers                  Students    22								

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

**DATE:** FEBRUARY 11, 2020

**TOPIC:** RATIFICATION OF FACILITIES AND OPERATIONS CONTRACTS

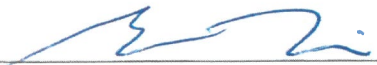
**DISCUSSION:** This item covers previously board approved contracts that have gone over the initial approval amount. Increases to these type of contracts can be the result of various revisions including but not limited to unforeseen conditions, additional requested work, etc. A copy of the contracts are available to the Board and public upon request.


Vendor	Project	Original Amount	Revised Amount	Funding
Jerry Thompson & Sons Painting	Additional painting for San Ramon Valley High School classroom building project	\$292,625	\$346,078	Measure D
Campanella Corporation	Additional demolition and off-haul for San Ramon Valley classroom building project	\$149,900	\$165,020	Measure D
Bay Cities Paving & Grading	Additional grading and paving for San Ramon Valley High School classroom building project	\$1,099,110	\$1,439,029.21	Measure D
Bay Cities Paving & Grading	Parking lot demolition for San Ramon Valley High School classroom building project	\$1,738,003.59	\$1,845,379.81	Measure D
Striping Graphics	Parking lot signs and striping for San Ramon Valley High School classroom building project	\$21,925	\$36,106	Measure D
Del Monte Electric	Additional electrical and low voltage work for San Ramon Valley High School classroom building project	\$4,756,532.50	\$4,839,599.83	Measure D
Lathrop Construction Associates, Inc.	Construction Management for adjustment for San Ramon Valley High School classroom building project	\$4,375,295.55	\$4,474,019.09	Measure D


**RECOMMENDATION:** Authorize the District to execute the increase to the above contracts.

**BUDGET IMPLICATIONS:**

- \$53,453 – Jerry Thompson & Sons Painting - Fund 21 Measure D
- \$15,120 – Campanella Corporation – Fund 21 Measure D
- \$339,919.21 – Bay Cities Paving & Grading – Fund 21 Measure D
- \$107,376.22 – Bay Cities Paving & Grading – Fund 21 Measure D
- \$14,181 – Striping Graphics – Fund 21 Measure D
- \$83,067.33 – Del Monte Electric – Fund 21 Measure D
- \$98,723.54 – Lathrop Construction Associates, Inc. – Fund 21 Measure D

  
Erin Hirst  
Assistant Director, Facilities

  
Greg Medici  
Chief Business Officer

  
Rick Schmitt  
Superintendent

**11.12**  
Item Number



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

**DATE:** FEBRUARY 11, 2020

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

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**DISCUSSION:** At the January 22, 2020 Facilities Oversight and Advisory Committee (FOAC) meeting, the Finance Subcommittee reviewed the Master Program Budget (MPB) and recommended acceptance by the full committee. The FOAC accepted the amended MPB and the budget changes that are reflected on the MPB Comparison Report and recommends Board approval.

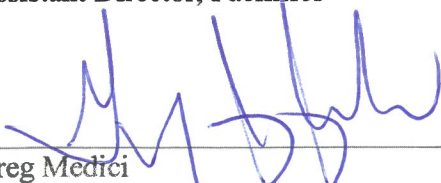
The revised MPB is attached and has been updated to include actual expenditures through December 31, 2019.


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**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

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

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



San Ramon Valley Unified School District  
Measure D Master Program Budget

Fiscal Period	FUNDING										Transfer Bond Interest To CJP	Total Per Fiscal Year
	Measure D Funding		Local Funding		State CTE Grant	Non-Measure D Funding	Sub-Total Per Fiscal Year	Total Per Fiscal Year	Transfer Bond Interest To CJP	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	298,278		800,000				126,098,278	(298,278)		125,800,000	
Fiscal Year 2015-2016		953,315	404,000		818,151			1,300,550	(1,300,550)		0	
Fiscal Year 2016-2017		1,300,550						1,300,550	(1,300,550)		0	
Fiscal Year 2017-2018		1,536,859					1,450,000	2,086,859	(1,536,859)		1,450,000	
Fiscal Year 2018-2019	60,005,000	1,964,724						61,969,724	(1,964,724)		60,005,000	
Fiscal Year 2019-2020		611,391						611,391	(611,391)		-	
Fiscal Year 2020-2021											-	
Anticipated											-	
<b>Total Funding</b>	<b>\$ 280,000,000</b>	<b>\$ 6,862,279</b>	<b>\$ 404,000</b>	<b>\$ 800,000</b>	<b>\$ 818,151</b>	<b>\$ 1,450,000</b>	<b>\$ 270,334,430</b>	<b>\$ (6,862,279)</b>	<b>\$ 263,472,151</b>			

Proj ID	Project	Measure D Funding & Interest	State Funding	Other Funding	ROM Estimate	Previously Approved 12-17-19	Proposed Current 01-22-20	Type of Estimate	Unspent Encumbrance	Expensed To Date	Remaining Budget	Percentage Complete
<b>Completed or Near Completed Projects</b>												
0504	Bella Vista	31,610,785		900,000	28,583,312	32,410,785	32,410,785			32,410,785		100%
0525	Cal High Bleachers	1,040,442			1,040,442	1,040,442	1,040,442			1,040,442		100%
0522	Del Arroyo Replace Fire Alarm and Intercom	104,088			286,740	104,088	104,088			104,088		100%
0505	DVHS Classroom Building	0,189,111	818,151		9,016,277	7,004,262	7,004,262		9,508	6,994,434		100%
0508	DVHS GTAE				1,845,820							0%
0532	Los Carros Restrooms	46,135			757,080	46,135	46,135			46,135		100%
0524	MVHS Bleachers	1,748,784			1,828,900	1,748,784	1,748,784			1,748,784		100%
0519	MVHS Seismic	1,212,847			1,350,062	1,212,847	1,212,847			1,212,847		100%
0518	Nail Armadillo Seismic	1,721,845			2,483,354	1,721,845	1,721,845			1,721,845		100%
0523	SRVHS Bleachers	1,778,036			2,118,801	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%
0500	Twin Creeks Administration Building	2,132,537		404,900	8,258,747	2,836,537	2,836,537			2,836,537		100%
0517	Wall Disney Seismic	843,680			1,560,642	843,680	843,680			843,680		100%
0521	Upgrade Electrical Multiple Sites	181,822			606,205	181,822	181,822			181,822		100%
0538	Cal High Pedestrian Bridge	267,055			293,600	267,055	267,055			267,055		100%
0508	Cal High Science Modernization	4,242,200			4,757,187	4,242,200	4,242,200		80,089	3,755,023	397,178	89%
0533	DVMS Special Ed Restroom	161,074			271,600	161,074	161,074			161,074		100%
<b>Projects In Construction</b>												
0531	Cal High Modernize Commons and Kitchen	2,395,800			2,145,800	2,395,800	2,395,800	D/R	35,861	420,124	1,930,816	18%
	San Ramon Valley High School	66,897,478		1,450,000	25,693,202	67,897,478	66,317,478		3,362,610	60,065,191	4,826,707	89%
0507	SRVHS Classroom Building	63,578,544		1,450,000	25,243,202	64,578,544	65,026,544	B	3,204,433	56,964,404	4,820,107	88%
0507	SRVHS Classroom Building-Interim Housing	3,288,934			450,000	3,288,934	3,288,934	B	186,177	3,100,758	0	94%
0538	SRVHS Classroom Building Phase 2				20,000,000							0%
0520	SRVHS Restroom Fire Alarm				854,350							0%
	Stone Valley Middle School	43,580,208			37,407,470	40,580,208	43,580,208		8,079,871	31,577,002	3,323,335	72%
0501	SVMS	40,459,159			37,167,470	37,465,159	40,459,159	B	6,833,852	26,701,971	3,323,335	73%
0501	SVMS -Cafeteria Renovation	1,200,000			1,200,000	1,200,000	1,200,000	B			0	0%
0501	SVMS -Interim Housing	1,921,049			240,000	1,921,049	1,921,049	B	46,019	1,875,030	0	98%
0512	Golden View Modernization	10,022,442			1,175,190	9,822,442	10,022,442	B	485,680	9,225,057	311,705	92%
0513	Montevideo Modernization	9,035,913			8,705,182	8,705,913	9,035,913	B	147,359	8,458,668	404,898	94%
0511	Rancho Romero Modernization	5,886,000			7,051,148	5,886,000	5,886,000	B	219,127	4,062,797	1,404,075	71%
0510	Vista Grande Modernization	5,097,672			5,023,077	4,897,672	5,097,672	B	379,488	3,692,710	1,026,477	72%
0514	Green Valley Modernization	5,658,000			5,963,537	5,208,600	5,658,000	B	357,604	4,882,483	408,513	86%
0515	Sycamore Valley Modernization	8,247,900			9,686,114	8,247,900	8,247,900	B	2,085,507	3,463,391	2,899,002	42%
<b>Projects In Design</b>												
0530	Alamo Modernize Two Classrooms	917,900			417,900	417,900	917,900	R	25,573	14,981	877,346	2%
0516	Charlotte Wood Modernization	10,372,800			11,187,568	10,372,800	10,372,800	D	457,119	788,980	9,126,520	8%
0541	Twin Creeks Classroom Modernization	8,654,100			854,350	8,654,100	8,654,100	R	588,608	405,940	6,659,762	6%
<b>District Wide Allocation by Type</b>												
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	232,586	6,198,742	1,130,873	82%
0528	Energy Management Systems	1,405,100			1,405,050	1,405,100	1,405,100	A	94,494	607,344	403,262	65%
0527	Security Cameras	1,010,400			1,010,400	1,010,400	1,010,400	A	116,750	402,666	491,984	40%
<b>Projects No Longer Being Reported</b>												
0535	Tassajara Hills Land Purchase				684,250							0%
0540	Proposition 39 Energy Projects (not Measure D)				400,000							0%
<b>Potential Future Project If Funds Become Available</b>												
0539	MVHS Classroom Building											0%
<b>Projects Subtotal</b>												
		\$ 238,987,609	\$ 818,151	\$ 2,854,000	\$ 223,751,255	\$ 237,159,769	\$ 242,459,769		\$ 17,396,231	\$ 186,700,496	\$ 35,363,035	76%
<b>Program Expenses &amp; Reserves Subtotal</b>												
0500	Measure D Program Expense	13,065,300			13,065,250	13,065,300	13,065,300		1,239,899	10,108,228	1,719,173	77%
	Construction Cost Escalation Reserve	3,132,726			3,203,000	3,589,368	3,132,726				3,132,726	
	District Wide Interim Housing Reserve	909,230				909,230	909,230				909,230	
	Program Reserve (normally 3% to 5%) (Using 3% of Remaining Project Costs, Including Escalation)	1,200,000				1,100,000	1,200,000				1,200,000	
<b>Program Expenses &amp; Reserves Subtotal</b>												
		\$ 18,307,256	\$ -	\$ -	\$ 46,268,250	\$ 18,683,898	\$ 18,307,256		\$ 1,239,899	\$ 10,108,228	\$ 6,981,128	
<b>Total Project &amp; Program</b>												
		\$ 257,294,865	\$ 818,151	\$ 2,854,000	\$ 269,019,505	\$ 255,823,668	\$ 260,767,018		\$ 18,636,130	\$ 199,808,724	\$ 42,324,163	
<b>Program Balance (Unassigned Budgets)</b>												
					\$ 2,726,135							
<b>Total Program</b>												
					\$ 263,472,151							

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

Budget Changes: FOAC Recommended to Board 1.22.20 - Board Approved 2.11.20

Program Loss Reserve Calculation:  
Remaining Project Budgets 35,363,035  
Escalation 3,132,726  
District Wide Interim Housing 909,230  
Total Project Related Costs 39,404,991  
Program Reserve @ 3% (Rounded) 1,200,000

Construction Cost Escalation Calculation:  
Alamo Modernize Two Classrooms 877,348  
Charlotte Wood Modernization 9,126,520  
Twin Creeks Classroom Modernization 6,659,762  
Total Remaining Projects at 12-31-19 15,663,630  
Construction Cost Escalation Reserve @ 20% (Rounded) 3,132,726.00



**San Ramon Valley USD - Measure D Program Budget**  
MPB Comparison Report  
Prepared: December 31, 2019  
Expenditures through 12-31-19

FUNDING			
Type of Funding	Previous Funding	Current Funding	Change
Measure DBond	260,000,000	260,000,000	-
Interest Income	6,350,888	6,862,279	511,391
Developer Fee	404,000	404,000	-
Other Local	800,000	800,000	-
CTE Grant	818,151	818,151	-
Town of Danville	1,450,000	1,450,000	-
Transfer Measure D Interest Revenue to CIP	(6,350,888)	(6,862,279)	(511,391)
<b>Total Funding</b>	<b>263,472,151</b>	<b>\$ 263,472,151</b>	<b>-</b>

Proj ID	Project	Budget			Expenditures		
		Previously Reported 10-17-19	Current *	Change	Previously Reported 10-17-19	Current Expenses Thru 12-31-19	Change
<b>Completed Projects/Near Completed</b>							
0504	Bella Vista	32,410,785	32,410,785	-	32,410,785	32,410,785	-
0525	Cal High Bleachers	1,046,442	1,046,442	-	1,046,442	1,046,442	-
0522	Dai Arriago Replace Fire Alarm and Intercom	104,086	104,086	-	104,086	104,086	-
0505	DVHS Classroom Building	7,004,282	7,004,282	-	6,975,493	6,904,454	18,061
0506	DVHS GTAE	-	-	-	-	-	-
0532	Los Cerros 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	1,215,267	1,215,267	-	1,215,267	1,215,267	-
0518	Nail Armstrong Seismic	1,721,845	1,721,845	-	1,721,847	1,721,847	-
0523	SRVHS Bleachers	1,778,036	1,778,036	-	1,778,036	1,778,036	-
0528	SRVHS Pool Solar	43,855	43,855	-	43,855	43,855	-
0534	Tassajara Hills Relocatable Renovation	59,982	59,982	-	59,982	59,982	-
0509	Twin Creeks Administration Building	2,536,537	2,536,537	-	2,536,537	2,536,537	-
0517	Walt Disney Seismic	843,680	843,680	-	843,680	843,680	-
0521	Upgrade Electrical Multiple Sites	151,822	151,822	-	151,822	151,822	-
0536	Cal High Pedestrian Bridge	267,055	267,055	-	267,055	267,055	-
0508	Cal High Science Modernization	4,242,200	4,242,200	-	3,755,923	3,755,923	-
0533	DVMS Special Ed Restroom	161,074	161,074	-	161,074	161,074	-
<b>Projects in Construction</b>							
0531	Cal High Modernize Commons and Kitchen	2,395,800	2,395,800	-	429,124	429,124	-
	<i>San Ramon Valley High School</i>	<i>67,697,478</i>	<i>69,317,478</i>	<i>450,000</i>	<i>58,697,652</i>	<i>60,095,161</i>	<i>1,197,509</i>
0507	SRVHS Classroom Building	64,578,544	65,028,544	450,000	55,786,895	56,994,404	1,197,509
0507	SRVHS Classroom Building-Interim Housing	3,288,934	3,288,934	-	3,100,758	3,100,758	-
0538	SRVHS Classroom Building Phase 2	-	-	-	-	-	-
0520	SRVHS Replace Fire Alarm	-	-	-	-	-	-
	<i>Stone Valley Middle School</i>	<i>40,580,208</i>	<i>43,580,208</i>	<i>3,000,000</i>	<i>30,624,780</i>	<i>31,577,002</i>	<i>952,222</i>
0501	SVMS	37,465,159	40,465,159	3,000,000	28,760,541	28,701,971	951,430
0501	SVMS -Cafeteria Renovation	1,200,000	1,200,000	-	-	-	-
0501	SVMS -Interim Housing	1,915,049	1,915,049	-	1,874,238	1,875,030	792
0512	Golden View Modernization	9,822,442	10,022,442	200,000	8,811,982	9,225,057	413,075
0513	Montevideo Modernization	8,735,913	9,036,913	300,000	8,056,517	8,483,658	425,141
0511	Rancho Romero Modernization	5,868,000	5,868,000	-	3,998,528	4,062,797	64,270
0510	Viola Grande Modernization	4,697,672	5,097,672	400,000	3,617,623	3,692,710	75,087
0514	Green Valley Modernization	5,208,800	5,668,800	450,000	4,703,807	4,892,483	188,677
0515	Sycamore Valley Modernization	8,247,900	8,247,900	-	3,087,800	3,463,391	375,591
<b>Projects in Design</b>							
0530	Alamo Modernize Two Classrooms	417,900	917,900	500,000	14,981	14,981	-
0516	Charlotte Wood Modernization	10,372,600	10,372,600	-	633,166	788,960	155,795
0541	Twin Creeks Classroom Modernization	6,654,100	6,654,100	-	393,481	406,640	12,159
<b>District Wide Projects</b>							
0537	ADA Upgrades District-Wide	1,175,800	1,175,800	-	237,017	237,017	-
	<i>CRTECH CR and Infrastructure Technology</i>	<i>7,500,000</i>	<i>7,500,000</i>	<i>-</i>	<i>6,098,412</i>	<i>6,136,742</i>	<i>38,330</i>
0529	Energy Management Systems	1,405,100	1,405,100	-	888,677	907,344	38,667
0527	Security Cameras	1,010,400	1,010,400	-	302,672	402,686	99,794
<b>Projects Subtotal</b>		<b>237,159,769</b>	<b>242,459,759</b>	<b>5,300,000</b>	<b>186,646,218</b>	<b>189,700,496</b>	<b>4,055,278</b>
0500	Measure D Program Expense	13,066,300	13,066,300	-	9,557,157	10,106,229	549,072
	<i>Construction Cost Escalation Reserve</i>	<i>3,589,366</i>	<i>3,132,728</i>	<i>(456,640)</i>			
	<i>District Wide Interim Housing Reserve</i>	<i>909,230</i>	<i>909,230</i>	<i>-</i>			
	<i>Program Reserve</i>	<i>1,100,000</i>	<i>1,200,000</i>	<i>100,000</i>			
<b>Program Expenses Subtotal</b>		<b>18,663,896</b>	<b>18,307,256</b>	<b>(356,640)</b>	<b>9,557,157</b>	<b>10,106,229</b>	<b>549,072</b>
<b>Total Project &amp; Program</b>		<b>255,823,655</b>	<b>260,767,015</b>	<b>4,943,360</b>	<b>195,202,376</b>	<b>199,806,724</b>	<b>4,604,350</b>
<b>Program Balance (Unassigned Budgets)</b>		<b>7,648,496</b>	<b>2,705,136</b>	<b>(4,943,360)</b>			
<b>Total Program</b>		<b>263,472,151</b>	<b>263,472,151</b>	<b>-</b>			

\* Includes Current Budget Proposed Changes

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

**DATE:** FEBRUARY 11, 2020

**TOPIC:** CONSIDERATION OF APPROVAL OF BID AWARD FOR  
CHARLOTTE WOOD MIDDLE SCHOOL MODERNIZATION –  
INCREMENT 1

**DISCUSSION:** On January 28, 2020 the District received and publicly opened bids for the Charlotte Wood Middle School modernization – Increment 1. The bid results are listed below.

<b>Bid #820 Charlotte Wood Middle School Modernization - Increment 1</b>			
<b>Contractor</b>	<b>Base Bid</b>	<b>10% Contingency</b>	<b>Total Not to Exceed</b>
Kerex Engineering, Inc.	\$539,000	\$53,900	\$592,900
Saboo, Inc.	\$580,000		
W.A. Thomas Co., Inc.	\$775,000		
Rodan Builders, Inc.	\$825,449		
ELLA	\$600,000		


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

- Kerex Engineering, Inc. for a total not-to-exceed amount of \$592,900.

**BUDGET IMPLICATIONS:** As shown above – Fund 21 (Measure D)

  
Erin Hirst  
Assistant Director, Facilities

  
Greg Medici  
Chief Business Officer

  
Rick Schmitt  
Superintendent

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

**DATE:** FEBRUARY 11, 2020

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION NO. 59/19-20,  
APPROVING THE SUPPORT OF APPLICATIONS FOR ELIGIBILITY  
DETERMINATION AND FUNDING AUTHORIZATION TO SIGN  
APPLICATIONS AND ASSOCIATED DOCUMENTS

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**DISCUSSION:** Signatory authorizations are reviewed and updates as needed in the school district. Due to personnel changes, it is necessary to adopt Resolution No. 59/19-20, effective February 11, 2020 until revoked or superseded.

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**RECOMMENDATION:** Staff recommends the Board adopt Resolution No. 59/19-20, Approving the Support of Applications for Eligibility Determination and Funding Authorization to Sign Applications and Associated Documents.

**BUDGET IMPLICATIONS:** None

  
\_\_\_\_\_  
Erin Hirst  
Assistant Director, Facilities

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

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

**RESOLUTION NO. 59/19-20**

**CONSIDERATION OF ADOPTION OF RESOLUTION APPROVING THE  
SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND  
FUNDING AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED  
DOCUMENTS**

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

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

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

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

1. Superintendent
2. Chief Business Officer
3. Assistant Superintendent Facilities and Operations

**PASSED AND ADOPTED** at the regular meeting of this Board held on February 11, 2020 by the following called vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Rick Schmitt  
Secretary of the Board of Education of the  
San Ramon Valley Unified School District  
of Contra Costa County, State of California