



BOARD OF EDUCATION MEETING AGENDA

May 17, 2022

District Boardrooms A & B

5:30 p.m. CLOSED SESSION

7:00 p.m. OPEN SESSION

5pm - Annual Retirement Reception - John Baldwin Elementary School Multipurpose Room

Ken Mintz, President

Rachel Hurd, Vice President

Laura Bratt, Clerk

Shelley Clark, Member

Susanna Ordway, Member

Ronit Batra, Student Board Member

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

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

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

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

Public Comment for both Agendized and Non-Agendized Items:

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

For Items Not on the Agenda:

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

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

Electronic Submission of Public Comment:

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

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

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

Copies of board agenda backup and other informational materials provided to members of the Board of Education are available for review in the Office of the Superintendent beginning at 4:00 PM on the last working day of the week preceding each meeting of the Board of Education. For disability-related modification or accommodation, please contact the Office of the Superintendent at 552-5500 during business hours.

The meeting will be live-streamed at the following link:

https://www.srvusd.net/district/board_meetings and on our YouTube channel at SRVUSD Board.

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



CLOSED SESSION

Superintendent's Conference Room

May 17, 2022

5:30 p.m.

1.0 Call to Order

2.0 Attendance

3.0 Acceptance of Closed Session Agenda and Public Comment

Adjournment to Closed Session

4.0 Closed Session Agenda

4.1 Public Employee Appointment

(Government Code Section 54957)

- a) Coordinator, Educational Services
- b) Assistant Principals - Middle School

4.2 Public Employee Discipline/Dismissal/Release

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

4.3 Conference with Labor Negotiators

(Government Code Section 54957.6)

Agency Representative(s): Keith Rogenski

Employee Organization(s): SRVEA

4.4 Public Employee Performance Evaluation

(Government Code Section 54957)

- a) Superintendent

Adjournment



OPEN SESSION

District Boardrooms A & B
May 17, 2022
7:00 p.m.

Please Note: All Public Comment is limited to three (3) minutes.

5.0 Pledge of Allegiance/Attendance

6.0 Report of Actions Taken in Closed Session

7.0 Acceptance of Minutes

7.1 Minutes of May 3, 2022 **Action**

8.0 Agenda Approval and Consent Action

8.1 Acceptance of Open Session Agenda **Action**

8.2 Approval of Consent Agenda **Action**

9.0 Reports to the Board

9.1 LGBTQ+ Pride Month Resolution **Oral**

9.2 Public Comment for Non-Agenda Item (Comments Limited to Three Minutes) **Oral**

9.3 Association Presidents' Report **Oral**

9.4 Superintendents' Report **Oral**

9.5 Student Board Member's Report **Oral**

10.0 Action Items/Public Hearings

10.1 Consideration of Approval of Resolution No. 74/21-22, in Appreciation of Student Board Member **Enclosure Action**

10.2 A-G Completion Improvement Grant Program **Enclosure Action**

- | | | |
|------|---|-----------------------------|
| 10.3 | Consideration of Approval of New and Revised Position Titles and Salary Range Placement Changes in Certain Classifications in the Child Nutrition Department in the 2022-2023 School Year | Enclosure
Action |
| 10.4 | Consideration of Approval of the Expanded Learning Opportunities Program Plan (ELO-P) and Update on Universal Prekindergarten (UPK) Requirements | Enclosure
Action |

11.0 Information Items

First Reading of Revisions to Board Policy and Administrative Regulation 0420
School Plans/Site Council

12.0 Consent Items

- | | | |
|------|---|------------------------------|
| 12.1 | Consideration of Approval of Certificated Personnel Changes | Enclosure
Consent |
| 12.2 | Consideration of Approval of Classified Changes | Enclosure
Consent |
| 12.3 | Consideration of Approval of Contracts/Purchases Over \$50,000 | Enclosure
Consent |
| 12.4 | Ratification of Warrants | Enclosure
Consent |
| 12.5 | Consideration of Approval of Resolution #72/21-22, Approving Routine Budget Revisions | Enclosure
Consent |
| 12.6 | Preview of Textbooks | Enclosure
Consent |
| 12.7 | Consideration of Approval of Bid #882, Commercial Kitchen Equipment | Enclosure
Consent |
| 12.8 | Consideration of Approval of New and Revised Classification Descriptions | Enclosure
Consent |

13.0 Administrative Matters

- | | |
|------|------------------------|
| 13.1 | Board Members' Reports |
|------|------------------------|

Adjournment



BOARD OF EDUCATION MEETING

May 3, 2022

MINUTES

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

- 1.0 Call to Order** The meeting was called to order at 5:05 PM.
- 2.0 Attendance** Board Members Present: Board President Ken Mintz, Board Vice President Rachel Hurd, Board Clerk Laura Bratt, and Board Member Shelley Clark. Board Member Susanna Ordway was absent.
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman, and Christine Huajardo, Executive Director Jon Campopiano, Legal Representative Karen Samman from F3 and Recording Secretary Cindy Fischer. Parent and Student related to Case 01/22-22
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Shelley Clark, seconded by Rachel Hurd the closed session agenda was approved (4/0). There was no public comment.
- 4.0 Closed Session** The closed session was adjourned at 6:35 PM. The Board attended the Bright Lights Ceremony held at the District Office.
- Board President Ken Mintz reconvened the meeting in open session at 7:03 PM.
- 5.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Ken Mintz,, Board Vice President Rachel Hurd, Board Clerk Laura Bratt and Board Member Shelley Clark. Board Member Susanna Ordway and Student Board Member Ronit Batra were absent
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, Executive Directors Nadine Rosenzweig, Debbie Petish, Linda Rowley-Thom and Director Katie Witt
- Others Present: 45 visitors attended. Recording Secretary Cindy Fischer
- 6.0 Report of Action Taken in Closed Session** The Board voted to uphold the decision on student records challenge case 01/21-22. (4/0)
- The Board made the following appointments
Sharon Baltazar - Principal, Windemere Ranch Middle
Nicole Kugler - Director, Accounting & Payroll
Kelsey Loecher - Asst. Principal, Bollinger Canyon Elementary

Sheri Bennett - Asst. Principal, Creekside Elementary
 Stacy Campbell - Asst. Principal, Golden View Elementary
 Chi-Ching Shui - Asst. Principal, Live Oak Elementary
 Corrin Vanetti - Asst. Principal, Montair Elementary
 Marylou Young - Asst. Principal, Bella Vista & Walt Disney Elementary
 Kristen Berg - Asst. Principal, Coyote Creek & Twin Creeks Elementary
 Jyoti Dave - Asst. Principal, County Club & Greenbrook Elementary
 Margrette Wui - Asst. Principal, Quail Run & Venture
 Rhonda Taft - Asst. Principal, California High
 Charlest Litten - Asst. Principal, San Ramon Valley High
 David Miller, Asst. Principal, San Ramon Valley High

- 7.0 Acceptance of Minutes** On a motion by Laura Bratt seconded by Shelley Clark, the April 19, 2022 minutes were approved. (4/0)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Shelley Clark seconded by Rachel Hurd the open session agenda was approved. (4/0)
- 8.2 Approval of Consent Agenda** On a motion by Rachel Hurd seconded by Laura Bratt, the consent agenda was approved as amended. (4/0).
- 9.0 Reports to Board**
- 9.1 Bright Lights Recognition** Special Needs Support Liaison Christine Koehne shared the list of the Bright Lights for 21/22.
 Administrator - Kari Straface
 Certificated Staff - Shannon Mullally
 Classified Staff - Carlos Garica
 General Education Teacher - Stephanie Abramowitz
 Parent Volunteer - Dia Mundle
 Resource Specialist - Robin Vanni
 Special Day Class Teacher (Secondary) - Christine Niemoeller
 Special Day Class Teacher (Elementary) - Adrianna Schembri
 Community Partner - David Fineman, Walgreens Manager
 Public Comment: None
- 9.2 Day of the Teacher and Classified School Employees Week** Assistant Superintendent Keith Rogenski
 Public Comment: Matthew Hoffman (15.25)

- 9.3 Public Comment for Non Agenda Items**
 Mike Arata (18.21)
 Lisa Wirth (21.17)
 Bob Allen (23.40)
 Lenard Matthews (27.02)
 Korra Murray (30.14)
 Elisa Tinker (31.50)
 Annette Alvarez (33.28)
 Beverly Kumar (36.04)
 Lisa Gross (39.20)
- 9.4 Association Presidents' Comments**
 SRVEA President Laura Finco
- 9.5 Student Board Member's Report**
 Student Board Member Batra was absent
- 9.6 Superintendent's Report**
 Superintendent Malloy spoke about celebrations as the year ends, staff focusing on students and the difficulties of the past 2 years.
- 10.0 Action Items/Public Hearings**
- 10.1 Consideration of Acceptance of the Independent Financial Audit of the Building Fund for the General Obligation Bond Measure D Election of 2012 for the 2020-21 Fiscal Year Ending June 30, 2021**
 Assistant Superintendent Danny Hillman
 On a motion by Rachel Hurd, seconded by Shelley Clark, the Board accepted the independent financial audit for the building fund for the general obligation bond Measure D election of 2012 for the 2020-21 fiscal year (4/0)
 Public Comment: None
- 11.0 Informational Items**
- 11.1 Information on the Elementary Slip Reading Program**
 Superintendent Malloy and Executive Director Nadine Rosenzweig lead the discussion.
 Public Comment:
 Laura Cox (1.16.08)
 Brittney Page (1.19.17)
 Allison Steele (1.22.26)
 Puneet Maharaj (1.25.40)
 Janine Koeltl (1.28.56)
 Janice Kerr (1.32.15)
 Jennifer Guffey (1.35.35)
 Maryah Schembri (1.37.58)
 Kathy Crosswait (1.41.26)
 Yesica Pounds (1.44.05)
 Sherry Forsythe (1.48.02)
 Matthew Hoffman (1.49.30)
 Julie Metz (1.52.43)

12.0 Consent Items

- 12.1 Consideration of Approval of Certificated Personnel Changes
- 12.2 Consideration of Approval of Classified Personnel Changes
- 12.3 Ratification of Warrants
- 12.4 Ratification of Contracts and Purchase Orders
- 12.5 Consideration of Approval of Contracts/Purchases over \$50,000
- 12.6 Consideration of Rejection of Claim #606157 Against the District
- 12.7 Consideration of Approval of the Revisions to the Measure D Master Program Budget
- 12.8 Consideration of Approval of the Bid Award for Fencing & Gating, Various Sites, Phase 1
- 12.9 Adoption of Piloted Instructional Materials
- 12.10 Adoption of Textbooks
- 12.11 Consideration of Approval of 2022-23 Designation of California Interscholastic Federation (CIF) Representatives to League

13.0 Administrative Matters

- 13.1 **Board Member's Reports** Board members shared their reports and comments, noting attendance at the following:
 - Board Member Clark attended the Town of Danville liaison meeting with Ken Mintz, Social Emotional Well-Being meeting, PTA Advocacy Day, Student Senate, participated in the virtual Raise the Base presentation and attended the Darshana Festival.
 - Board Clark Bratt attended PTA Advocacy Day, Equity Steering committee and the CCCSBA meeting with all board members.
 - Board Vice President Hurd attended the Deep Learning Innovation committee, Equity Steering committee, PTA Advocacy day, Choir Festival, Raise the Base presentation with Ken Mintz, Student Senate, spoke to a Monte Vista class regarding local government and also attended the Darshana Festival.
 - Board President Mintz presented the Raise the Base presentation to the Alamo PTA, the Darshana Festival. Street Smarts meeting and the

San Ramon Rotary Educators of the Year luncheon.

Adjourned

The meeting was adjourned at 9:39pm.

WRITTEN PUBLIC COMMENT
May 3, 2022

Laura Cox - May 3, 2022 0 2:08PM

PETITION TO SAVE SYCAMORE VALLEY ELEMENTARY SCHOOL'S KINDERGARTEN SLIP SCHEDULE

I. Introduction: The District Eliminated the Kindergarten Slip Schedule, but this Should be a Site Decision.

The San Ramon Valley Unified School District ("SRVUSD") recently eliminated the slip schedule for all kindergarten programs next school year 2022-2023. Once eliminated, it may not come back. This will directly harm our future kindergartners' abilities to read, write, and practice phonics in small groups. It is undisputed that children learn best in small groups. (See, e.g., Frederick Mosteller, *The Tennessee Study of Class Size in the Early School Grades*, Vol. 5, No. 2, The Future of Children, pages 113-127, Summer/Fall 1995, available at <https://edsources.org/wp-content/uploads/old/STAR.pdf>.) After two years of a pandemic and its damaging effects on children, SRVUSD should not be making a broad decision to eliminate small group instruction for kindergarten programs. This petition is for the kindergarten slip schedule to remain a site decision.

II. Sycamore Relies on a Kindergarten Slip Schedule for Small Class Sizes.

As background, Sycamore Valley Elementary School's ("Sycamore") current slip schedule allows half of the kindergartners in each of its three kindergarten classes to attend school from 8:00 am to 11:30 am ("Early Sharks") and the other half to attend from 9:00 am to 12:30 pm ("Late Sharks"), except on Wednesdays when students attend at the same time. In general, the Early Sharks practice reading, writing, and phonics with their assigned teacher from 8:00 am - 9:00 am, while the Late Sharks do the same from 11:30 am - 12:30 pm. Sycamore's student to teacher ratio for these small groups is approximately 13:1.

III. Equity is Not Served by Taking Away Small Class Sizes.

Sycamore has utilized a slip schedule for kindergartners for the last 11 years. Why the change now? According to Executive Director of Elementary Educational Services, Nadine Rosenzweig ("Director Rosenzweig") and Principal Sylvie Bullard ("Principal Bullard"), a major concern is "equity" across all 22 elementary schools in the district and the need to preserve space for expanding Transitional Kindergarten ("TK") classes. (See SRVUSD Strategic Directions website, <https://www.srvusd.net/strategicdirections>) (equity is one of six values, including shared leadership, culture of responsiveness, social emotional well-being, deep learning and innovation, and stewardship of resources). Yet, "equity" is not a justification for *taking away* our future kindergartners' small class sizes. Equity means an equal playing field of learning for all kids, giving them the equal opportunity of academic success. Slip schedule provides this equity by giving individual learners more time and attention from their teacher as required. Taking away slip schedule inhibits the equity of some kids in this circumstance. Whether or not other SRVUSD schools have used or are able to use slip schedules should have no bearing on Sycamore's ability to use the slip schedule to reduce kindergarten class sizes. Education is not a zero sum game, but rather, the more educated students are, the more value they will add to society as a whole. Put simply, "You don't have to blow out someone else's candles for your light to shine". The more support we provide to all children in learning how to read and write, the better.

IV. The Expansion of Transitional Kindergarten Does Not Currently Affect Sycamore.

Sycamore is fortunate to have the space to continue its slip schedule next year. Although SRVUSD is expanding TK classes in the next few years, potentially affecting other schools' space considerations with regard to slip schedules, there is currently only one TK class at Sycamore and no plans to add an additional TK class for academic year 2022-2023. We should not unnecessarily subject our future kindergartners to larger class sizes for the mere possibility that TK enrollment will expand at Sycamore in the academic years 2023-2024 and beyond.

V. Larger Class Sizes Would Require Additional Funding and/or Additional Parent Volunteers.

Without the slip schedule, Sycamore's future kindergartners would be worse off. Every day of the week, all children would attend from 8:00 am to 11:30 am, making the student to teacher ratios 26:1 instead of 13:1 for reading, writing, and phonics lessons. According to Director Rosenzweig, the burden to formulate a plan to reduce reading, writing, and phonics group sizes would ultimately fall on Principal Bullard and the Multi-Tiered Systems of Support liaison(s). There is currently no full-time paraprofessional(s) to assist kindergarten teachers, so it is possible Sycamore's Education Fund could be used for this and/or parents would need to fundraise. The current plan is for the existing paraprofessional to add 8 hours a week into her schedule, but that's not enough to support our kindergarten teachers and students. Kindergartners may need to rotate through all kindergarten teachers and paraprofessionals, from different grades, for smaller group instruction three days a week for half hour increments. Additionally, Sycamore would utilize stations dependent on parent volunteers to *reinforce* reading skills. Yet, many parents work and have neither the training nor the time to *teach* our students.

VI. Sycamore Kindergarten Teachers are in Favor of the Kindergarten Slip Schedule.

Who has the best knowledge of how kindergarten classes at Sycamore function? Our teachers, of course. Sycamore kindergarten teachers agree that the slip schedule should remain a site decision. Unfortunately, their voices were not heard when the SRVUSD negotiated with its union partners to eliminate the kindergarten slip schedule.

According to Mrs. Janine Koeltl, "The most productive part of the instructional day is during the hour that I have a slip schedule. I have 14 in the first group and 12 in the second group. I teach reading daily and sometimes either writing or math during this small group time. It is an instrumental part of my kindergarten program and the small group time is so valuable. It is time to start raising the bar instead of going backwards and taking things away. Eliminating slip reading is not what is best for kids. I have sent emails to the following people [Superintendent John Malloy, Director Rosenzweig, and Board Members] asking them to allow slip reading to remain a site-based decision. Here at Sycamore we have the space to continue to have a slip schedule."

Additionally, Mrs. Kelly Baylies commented that, "Equity is reached when one is providing students individualized tools needed to be successful. Slip scheduling allows us the opportunity to provide this due to the reduced teacher to student ratio allowing us the opportunity to provide each student the individualized interventions needed."

VII. Parent Signatures are Needed to Stand for Our Kids.

The following parent testimonials are intended to demonstrate the importance of the Sycamore kindergarten slip schedule. Unfortunately, parents were not surveyed and/or provided notice and opportunity to comment on this slip schedule issue prior to any decision-making, hence the need for this petition.

As a mom of three young children, including an Early Shark in Mrs. Koeltl's class and two future Sharks, my hope is for all of our kids to thrive in school and receive as much individualized attention as possible. I have witnessed the beneficial effects of small class sizes on my Early Shark's social emotional well-being, as well as her reading and writing skills. I believe small class sizes are especially important for my multi-racial children to gain confidence in themselves and their relationships with other people so that they may thrive academically and do good in this world.

-Laura Cox, Esq., Co-Author of this Petition

As a mom experiencing public school for the first time this year, I watched my Early Shark in Mrs. Baylies' class grow and thrive in her excitement for learning phonics and writing. The benefit of a smaller class ratio for reading, writing, and phonics is evident in our daughter's self-confidence while reading to us and in her creative writing skills. She has reported numerous 1:1 positive connections with Mrs. Baylies during phonics and writing, and my hope is that every Sycamore kindergartener for this coming year and beyond will be able to experience the positive opportunities for individualized learning that the slip schedule allows.

-Brittney Page, Co-Author of this Petition

The slip schedule makes a big difference, especially for kids like my daughter (who has current Individualized Education Program, or special education services). As most of you know, my daughter has mild to moderate hearing loss. For kids like her, the slip schedule is going to have a greater impact. I believe if all parents voice their opinion, we can keep small class sizes at Sycamore.

-Avi Bandaranaike

Parents, please sign this petition for the kindergarten slip schedule to remain a site decision. Please stand with us as we stand up for what is right for our kids. The decision to take away Sycamore's kindergarten slip schedule next year 2022-2023 should be reversed, and in the future, all interested parents should be surveyed and/or provided notice and opportunity to comment on these important issues.

274 Signatures, available at <https://chnng.it/mNFpVCzc7N>:

Name	City	State	Postal Code	Country	Signed On	Number
Laura Cox	Danville	CA	94506	US	2022-04-29	1
Brittney Page	Danville	CA	94506	US	2022-04-29	2
Veronica Andrade Indo	Danville	CA	94506	US	2022-04-29	3
Marcos Geraldo	Danville	CA	94506	US	2022-04-29	4
Laura Elliott	Danville	CA	94526	US	2022-04-29	5
Meredith Stanton	Danville	CA	94506	US	2022-04-29	6
Helen Davis	Danville	CA	94538	US	2022-04-29	7
ZARNI HTET	San Francisco	CA	94102	US	2022-04-29	8
Rupak Neupane	Danville	CA	94506	US	2022-04-29	9
Audrey Sullivan	Danville	CA	94526	US	2022-04-29	10
Nancy Do	Danville	CA	94506	US	2022-04-29	11
Lisa Comeau	Danville	CA	94526	US	2022-04-29	12
Saluna Neupane	Danville	CA	94506	US	2022-04-30	13
Nancy Franklin	Danville	CA	94506	US	2022-04-30	14
Georgios Zamanakos	Danville	CA	94506	US	2022-04-30	15
Kamal Pegadaraju	Danville	CA	94506	US	2022-04-30	16
Kamey Brooks	Danville	CA	94526	US	2022-04-30	17
Jean Lee	Danville	CA	94506	US	2022-04-30	18
Hila Rabani	Concord	CA	94520	US	2022-04-30	19
G. Wilson	Danville	CA	94506	US	2022-04-30	20

Ashley Orend	Gulf Breeze	FL	32563	US	2022-04-30	21
Anna Meecham	Danville	CA	94506	US	2022-04-30	22
Avanthi Bandaranaike	Danville	CA	94526	US	2022-04-30	23
Janaka Fernando	Hayward	CA	94541	US	2022-04-30	24
Emiley Eloë-Fadrosch	San Ramon	CA	94582	US	2022-04-30	25
Lisa Chen	San Ramon	CA	94582	US	2022-04-30	26
Shanna Gagnon	Walnut Creek	CA	94596	US	2022-04-30	27
Tracey Chock	Danville	CA	94506	US	2022-04-30	28
Cindy Watkin						

Sharyn Xing – May 3, 2022 - 9:12PM

Dear Board Members and Cindy Fisher,

This is Sharyn Xing, a mom from Tassajara Hills Elementary School, my daughter is currently in Kindergarten and my son will be in TK this August. My daughter loves school and teachers so much, and we are super glad that my son will be in the first TK ever in THE.

However we do have some questions after attending the TK orientation for my son and I notice that there are awkward schedule we may facing in the future.

From the orientation, we understand that TK class will only have one time available, which is from 8am-11.30pm daily. Meanwhile, we've heard from other parents that for first grade, will potentially be continue split into the similar early/late bird structure.

My concern with both TK and first grader's schedule is, if hypothetically TK going to attend class at 8am, and if my first grader happen to continually being assigned late bird that starts at 8:40am, we need to leave our house at 7.30am in order to catch the 8am school bell for TK, and I need to wait another 40mins in parking lot or outside for dropping off my 1st grader. So that my one trip drop off time will cost me over an hour to complete. Don't mention that if there is rain or cold weather, we have to only stay in the car to wast gas. There is also no possible to make two trip drop offs for two kids in the morning with only 40mins time difference. Both of that doesn't make a lot of sense and it really feels like a waste of resources. One hour is super precious and it's surely not worthy to spend any morning time only trapped in car.

I do volunteer in my kids class every week, which I find myself really love and enjoy with. If we try to do so many round trips to school everyday, or spending so much time waiting for drop offs, I'll lost lots of time and energy to do my part to contribute to the school.

Here are my two suggestions that may help:

We understand there is a need of splitting the class into early/late bird structure for some grades, as it helps to let the teacher to focus on some of the student by splitting into a smaller class at least for an hour.

1. If we are going to do that, can we have the same structure for all the grades? If the teacher could let the kids from same family go with same scheduled group(both kids are early workers or late workers from one family), so that it will be easier for the parents to arrange for a synced up drop off time. If we do so, we don't need to spend unnecessary time and gas just to drop off two kids, and it will definitely help to decrease the traffic congestion of the morning rush hour as well.
2. If we are not able to pick which group, is it possible for all the student to start at 8am and just all have full day schedule? That might help too as all the student will have a longer time at school to achieve the same effect of splitting up the class.

We figure that there will be some families having the same dilemma with us, as kids two years apart is fairly common and we are hoping that the school will consider our suggestion and hopefully we will be able to help everyone to make the school a better place.

We appreciate all your hardworking and your effort, and THANK YOU so much for letting our voice being heard! Appreciate again your time for reading such long letter, and hopefully we can make it better and looking forward to hear from you!

Take care and have a great night!

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

DATE: May 17, 2022


TOPIC: CONSIDERATION OF APPROVAL OF RESOLUTION #74/21-22,
IN APPRECIATION OF STUDENT BOARD MEMBER

DISCUSSION: This is San Ramon Valley Unified School District's first year of having a Student Board Member. It is our pleasure to acknowledge the commitment and dedication of Ronit Batra. Ronit has engaged students throughout the district and brought thoughtful, honest, and informed student voice to Board meetings and discussions..

Ronit Batra has done an excellent job as the first Student Board Member during the 2021-22 school year. We commend him for the outstanding service given to San Ramon Valley Unified School District.

RECOMMENDATION: The Board approves Resolution #74/21-22

BUDGET IMPLICATIONS: None



Dr. John Malloy
Superintendent

10.1
Item Number

San Ramon Valley Unified School District

CONSIDERATION OF APPROVAL OF RESOLUTION #74/21-22, IN APPRECIATION OF STUDENT BOARD MEMBER

RONIT BATRA

WHEREAS, Ronit Batra was selected as the first Student Board of Education Member for San Ramon Valley Unified School District for the 2021-22 school year; and

WHEREAS, during this time, Ronit Batra has given extensive time, energy, and talent in representing the interests of the students of San Ramon Unified School District to the administration and the Board of Education; and

WHEREAS, Ronit Batra served on the Board of Education to inform the Board and community of student activities, issues, and needs; and

WHEREAS, under his leadership, the SRVUSD Board of Education has accomplished much, including excellent representation for San Ramon Valley Unified students, creating an SRVUSD Student Senate and communicating with students from elementary, middle, and high school leadership groups on issues such as the value of student leadership, Equity, Deep Learning and Innovation, Social Emotional Well- Being, exceptional student achievement, the importance of academic success, and other student concerns while modeling those attributes to his classmates and fellow student officers on campus; and

WHEREAS, Ronit Batra has made significant contributions as a student leader and has demonstrated outstanding leadership and strong character; and

WHEREAS, Ronit Batra has been a valued and important member of this Board of Education, serving diligently and faithfully;

NOW, THEREFORE, be it resolved by the Board of Education of the San Ramon Valley Unified School District

PASSED AND ADOPTED by the following vote of the members of the Board of Education of the San Ramon Valley Unified School District, Contra Costa County, California, this 17th day of May, 2022:

Ken Mintz
President of the Board of Education

Shelley Clark
Board Member

Rachel Hurd
Board Vice President

Susanna Ordway
Board Member

Laura Bratt
Board Clerk

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

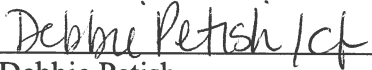
DATE: May 17, 2022

TOPIC: A-G COMPLETION IMPROVEMENT GRANT

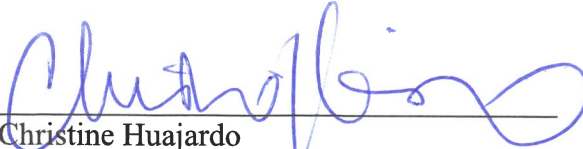
DISCUSSION: The A–G Improvement Grant Program was established by Assembly Bill 130, for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils who graduate from high school with A–G eligibility. SRVUSD received \$534,793 of one-time grant funding for this purpose. The funds must be spent by the 2025-2026 school year. This presentation includes an explanation of how we propose using the funds which includes expanding access to A-G coursework, increasing counseling support, enhancing our already-existing Advancement for Individual Determination (AVID) program, and increasing parent engagement.

RECOMMENDATION: Administration recommends approval of A-G Completion Improvement Grant plan. Final approval of changes will be brought forward at the June 7 board meeting.

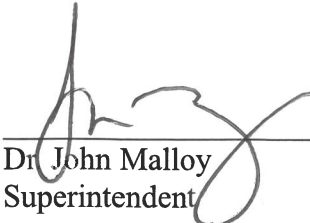
BUDGET IMPLICATIONS: The grant funding being provided by the State will cover the expenditures proposed in this presentation.



Debbie Petish
Executive Director



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

A-G Success Grant

May 17, 2022



innovative
equitable
inclusive
excellent

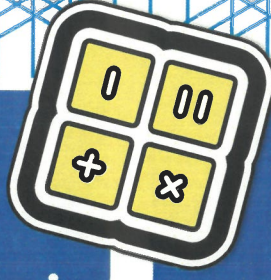
A-G Success Grant

Purpose:
To increase the number
of California high
school students who
graduate A-G eligible.



A-G College Entrance Requirements

▼ Sequence of classes in various subject areas that students **must complete with a C- or higher.**



▼ Needed for students to be **minimally eligible** for University of California (UC) or California State University (CSU) systems.

\$534,793

**One-time grant
through 2025-26**

Strategic Directions



Deep Learning & Innovation

Develop and implement instructional models to engage students in learning at deep levels.

Goal #2



Equity

Develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities.

Goal #3

Percentage of Students Not A-G Eligible

San Ramon Valley Unified School District: 2017 through 2021



A-G Success Grant: Planned Expenditures



Expanding access to A to G coursework

- Professional development on inclusive instructional practices.
- Expanding after school credit recovery classes.

Engaging parents

- Understanding importance of A-G completion early-on.



Enhancing our current AVID program

Advancement Via Individual Determination

- District lead
- Sections



Increase counseling support

- Professional development on systemwide practices that illustrate benefits of A-G and college & career readiness
- Assigning one counselor per site to monitor A-G completion
- College and Career Coordinator

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF APPROVAL OF NEW AND REVISED POSITION TITLES AND SALARY RANGE PLACEMENT CHANGES IN CERTAIN CLASSIFICATIONS IN THE CHILD NUTRITION DEPARTMENT IN THE 2022-2023 SCHOOL YEAR

DISCUSSION:

The San Ramon Valley Unified School District and California School Employees Association (CSEA), Chapter #65, Unit II have engaged in ongoing discussions during the past several weeks regarding the impacts of AB 130 (Universal Meals) on the District's Child Nutrition programs beginning in the 2022-23 school year. This legislation, along with the introduction and expansion of "scratch" cooking across the District, necessitate revisions of some existing position titles, the introduction of new position classifications, and enhanced efforts to attract and retain employees in our Child Nutrition Department.

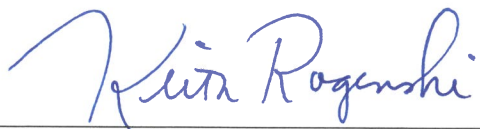
In recognition of these needs, the District and CSEA, Chapter #65, Unit II have collaborated and agreed to revise certain position titles and job descriptions, develop new position titles and job descriptions where needed, and establish the salary range placements of Child Nutrition classifications as shown in the attached table for implementation beginning next school year.

RECOMMENDATION:

Pending CSEA ratification, approve the revisions of the position titles, the new position titles, and the salary range placements of Child Nutrition classifications as indicated in the attached table for implementation beginning in the 2022-2023 school year.

BUDGET IMPLICATIONS:

The increased cost associated with the revisions in the salary range placements is estimated at approximately \$100,000 annually to Fund 13 (Cafeteria fund).



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

Item Number

10.3

San Ramon Valley Unified School District
Human Resources Department

New and Revised Position Titles and
Salary Range Placement Changes
in Child Nutrition Department Operations
in the 2022-2023 School Year

2021-2022 SCHOOL YEAR		2022-2023 SCHOOL YEAR		
<u>POSITION TITLE</u>	<u>RANGE PLACEMENT</u>	<u>POSITION TITLE</u>	<u>RANGE PLACEMENT</u>	<u>SALARY DIFFERENTIAL</u>
Child Nutrition Assistant	Range 5	<u>Kitchen Assistant - Receiving Kitchen</u> <i>new position/job description</i>	New Range 3	2.5% increase
Child Nutrition Assistant	Range 5	<u>Kitchen Assistant - On-Site Kitchen –</u> <i>new position/job description</i>	New Range 4	5% increase
Child Nutrition Assistant - Production Kitchen	Range 6	<u>Kitchen Assistant - Production Kitchen</u>	New Range 5	2.5% increase
		<u>Cook - new position/job description</u>	New Range 6	N/A
Lead Child Nutrition Assistant - Production Kitchen	Range 7	Lead <u>Kitchen</u> Assistant – Production Kitchen	New Range 6	No change
Lead Child Nutrition Assistant	Range 6	Lead <u>Kitchen</u> Assistant	New Range 6	5% increase
Child Nutrition Manager	Range 10	Child Nutrition Manager	New Range 14	5% increase
Child Nutrition Manager II - Production Kitchen	Range 13	Child Nutrition Manager II – Production Kitchen	New Range 18	No change

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF APPROVAL OF THE EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P) AND UPDATE ON UNIVERSAL PREKINDERGARTEN (UPK) REQUIREMENTS

DISCUSSION: In previous Board meetings we shared general information about the expansion of Transitional Kindergarten and some of the expanded learning and care opportunities that LEAs are expected to implement beginning next school year. The purpose of this agenda item is to drive a deeper understanding of the three main directives of the State's legislation and our plan and challenges around implementation.

1. **Transitional Kindergarten Expansion (TK):** Expand TK eligibility over a multi-year period making all 4-year-old children eligible for TK by 2025-26, regardless of income
2. **Universal Pre-Kindergarten Plan (UPK):** Create a plan for how all 4-year old children will have access to a full day of early learning beginning in 2022-23
3. **Expanded Learning Opportunities Program Plan (ELO-P):** Provide access to 9 hours of combined learning and care to 50% of enrolled, unduplicated* TK-6 grade students (Expanded Learning Opportunities Program or ELO-P)

**Unduplicated students are defined by the State and include students who are identified as foster youth, English Language Learners, and/or meet income requirements for free and reduced lunch.*

The state rollout of these requirements creates significant challenges for our district. The District is required to implement all three simultaneously beginning in 2022-23. The three directives intersect, but are also distinct and separate. The implementation guidance from the California Department of Education (CDE) has been limited and the current approved funding will not cover the full cost of the program. The State funding expected for next year is \$303,201 for the Universal Pre-Kindergarten (UPK) planning and implementation grant (numbers 1 and 2 above) and \$964,821 for the ELO-P grant (number 3 above). Each of these requirements is complex in its own right, let alone when combined.

Transitional Kindergarten Expansion (TK): The District must expand TK eligibility over a multi-year period making all 4-year-old children eligible for TK by 2025-26, regardless of income. The challenges of expanding TK were discussed in a previous Board meeting on December 14, 2021.

Universal Pre-Kindergarten Plan: Beginning in 2022-23, the District must create a plan that will offer all eligible children a full day of learning. Eligibility is determined on the same timeline as the State's TK expansion timeline. The full day of learning must be available the year before kindergarten. All families will have the option to sign up for extended hours of care with either our onsite childcare providers or with our ELO-P partner, Right at School. Unduplicated students will be provided these additional hours of care at no cost. All other families will have access to this care for a fee.

Expanded Learning Opportunities Plan (ELO-P): ELO-P is a State required program. Districts must provide access to 9 hours of combined learning and care to all unduplicated students. The State has not allocated enough ELO-P funds to launch a district-run after-school program. It was determined that an outside vendor would be needed to fulfill the program requirements. The District utilized a Request for Proposal (RFP) process to select a suitable vendor. The decision was made to award the contract to Right At School (RAS) because they demonstrated the ability to meet the program requirements, which include: extending the school day, including homework help, intervention, and enrichment activities. RAS will offer programs at all elementary campuses for grades 1-5, and at five elementary school campuses for TK/K. Programs for 6th grade students will be offered as well, but locations have not yet been determined. Right at School registration opens for all families on May 18, 2022. Four parent information sessions will be held

over Zoom in May to share information with our community. Included in the Board packet is our draft Expanded Learning Opportunities Plan.

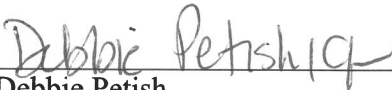
In summary, the UPK plan will be reviewed in more detail and the consideration of approval of the ELO-P implementation plan will be agendized for the June 7 Board meeting.

RECOMMENDATION:

Staff recommends approval of the Expanded Learning Opportunities Program (ELO-P) plan for 2022-23.

BUDGET IMPLICATIONS:

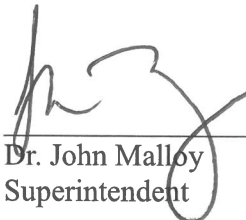
The District received \$964,821 in 2021-22 to fund this program. With a similar allocation for the 2022-23 school year, the majority of the program cost will be covered. A contribution may be needed from the District's General Fund.



Debbie Petish
Executive Director



Christine Huajardo
Assistant Superintendent
Educational Services



Dr. John Malloy
Superintendent

10.4

Item Number

San Ramon Valley Unified School District

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM**

**Prepared by:
San Ramon Valley Unified School District**

**San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, CA 94526
(925) 552-5500**



Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: San Ramon Valley Unified School District

Contact Name: Debra Petish

Contact Email: dpetish@srvusd.net

Contact Phone: 925-552-2922

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Alamo, Bella Vista Elementary, Bollinger Canyon, Country Club,
2. Coyote Creek, Creekside, Golden View, Green Valley,
3. Greenbrook, Hidden Hills, John Baldwin, Live Oak, Montair,
4. Montevideo, Neil Armstrong, Quail Run, Rancho Romero,
5. Sycamore Valley, Tassajara Hills, Twin Creeks, Vista Grande,
6. Walt Disney
7. _____
8. _____

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC Section 8482.1[a]*)

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC Section 8482.1*. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC Section 46120[e][1]*)

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The ELO-P program provided by San Ramon Valley Unified School District will be an opportunity for students to participate in extended day experiences that complement the school day. SRVUSD has partnered with Right at School, a well established vendor, who will provide programs for each school site until 6:00 pm. Upon dismissal, participating students in grades 1 - 5 will be able to walk to the meeting spot right on their campus. Student to staff ratios in these grades will be 30:2. TK/K students participating in the program will attend the ELO-P program at one of the five schools hosting the TK/K Right at School program. Those five schools are: Greenbrook Elementary School, Live Oak Elementary School, Montevideo Elementary School, Quail Run Elementary School, Walt Disney Elementary School. Participating students from the other 17 elementary schools will be provided transportation to their assigned ELO-P elementary school, and parents will pick up their children at the end of the extended day. Student to staff ratios in these grades w will be 10:1.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Right at School has a well organized schedule of activities that students participate in each afternoon. All activities support/supplement the learning opportunities in which students are engaged each day. When students arrive, they participate in a Town Hall meeting and have a snack. From there they engage in academic enrichment activities that are fun and engaging, called "Disguised Learning". Each afternoon students participate in fitness activities, social emotional learning activities, and then have time for their own personal learning, based on interest. Additionally, students are grouped into age-appropriate learning pods to address and support current class assignments.

Expanded Learning Opportunities Program Plan

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Right at School's program is based heavily on activities that are skill based, and presented as fun and interesting experiences. Students are involved in these personal learning activities through a concept called Disguised Learning. Students will enjoy and have access to Disguised Learning activities every day, exploring math, science, reading, writing, nature, outdoor learning, creative and performing arts, and community service. All students will have the opportunity to have support in current homework and/or schoolwork, as needed. Additionally, Right At School staff members will collaborate with participating students' site admin to inform their extended day program academic supports and interventions. This collaboration will ensure all learning needs are being met, targeted, and presented to students in new learning opportunities.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student voice is at the core of the Right at School program. Students have opportunities to make decisions around the program every day. As a "multi-aged" program, many of our older students will be able to serve as mentors and leaders of the groups. Student leaders are given the opportunity to lead the daily Town Hall meetings, give input to the program, and make choices on some of the daily activities.

Expanded Learning Opportunities Program Plan

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Every afternoon healthy snacks are provided for the students. Right at School carefully follows all nutrition requirements, while providing a variety of snacks. Each afternoon students participate in fitness activities that contribute to healthy lifestyle choices.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Right at School's activities incorporate diverse perspectives and learning opportunities. Books and materials used by the Right at School program reflect the cultural diversity of our students. Activities are equity based, and the character building activities incorporate cultural awareness experiences.

Expanded Learning Opportunities Program Plan

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All staff members are trained to implement the Right at School programs. Classified and certificated employees currently working in our schools will be encouraged and have the opportunity to apply and work at the school sites during this extended day period.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The vision of SRVUSD's ELO-P is to provide a safe, enriching, supportive environment for students after each school day, aligned with our district's strategic directions: <https://www.srvusd.net/strategicdirections>. The purpose of this program is to support ALL students in this safe, fun learning environment and increase after school opportunities for ALL of our SRVUSD students. The vision of Right at School is to provide opportunities for each student to learn, discover, play, grow, and achieve in a safe place among caring educators and friends.

Expanded Learning Opportunities Program Plan

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The ELO-P is a partnership with Right at School and SRVUSD. Together, through collaborative planning, mutual support of our students, and ongoing communication, our goal is to provide an exemplary extended day experience that is available to all students. In addition to our partnership with Right at School, we will be working with our state run preschool partners to ensure a smooth transition for our TK/K students moving from one grade level to the next.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Each quarter our Educational Services staff will do walk throughs at all of the ELO-P school sites. They will also meet with Right at School leadership to look at data, both quantitative (enrollment) and qualitative (surveys and feedback). Our intent is to consistently go through the Cycle of Improvement; setting goals and identifying next steps for continuous program improvement.

Expanded Learning Opportunities Program Plan

11—Program Management

Describe the plan for program management.

Each Right at School program on a school site will have a school site manager. School site managers are overseen by Right at School's area managers. School site and area managers participate in ongoing collaboration and communication with school site principals. Right at School's Directors will participate in ongoing collaboration and communication with Educational Services Directors. This oversight will provide ongoing accountability from SRVUSD and Right at School leadership to ensure a quality program is provided at each school site.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The San Ramon Valley Unified School District does not operate ASES or CCLC programs.

Expanded Learning Opportunities Program Plan

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Right at School will hire staffing to ensure a pupil to staff ratio of no more than 10:1. Staff will be well trained to ensure a developmentally appropriate environment for our TK/K students. Right at School has specific curriculum and programs for our youngest students, ensuring they are happy, safe, and learning. It is our hope to recruit staff currently serving in our school sites to ensure a seamless interface between school and the ELO-P.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

A sample TK/K morning schedule is from 8:00 - 11:30 am daily. Students participating in the ELO-P will continue until 6:00 pm, when Right at School closes. Below is a sample schedule:

TK/K school schedule	8:00 - 11:30 am
Welcome & Attendance	11:30 -11:45 am
Community Lunch	11:45 am–12:15 pm
Circle Time	12:15–1:00pm
Outdoor Fitness	1:00–1:30pm
Story Corner/Music & Motion	1:30–2:00pm
Discovery Stations	2:00–2:30pm
Clean up/Transition to Right Club	2:30–2:45pm
Right Club (SEL, fitness, enrichment)	2:45 – 6:00pm

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

DATE: May 17, 2022

TOPIC: FIRST READING OF REVISIONS TO BOARD POLICY AND
ADMINISTRATIVE REGULATION 0420 SCHOOL PLANS/SITE
COUNCILS

DISCUSSION: Revisions to Board Policy and Administrative Regulation 0420 reflects the recommendation of administration to remove the requirement of having all sites complete a School Plan for Student Achievement (SPSA). The SPSA process and accompanying documentation is only required by the State if a site is receiving a very specific type of funding. SRVUSD only has one site that receives this funding, Del Amigo.

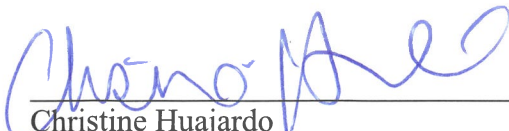
District administration recommends all of our sites continue to engage in a rigorous process of continuous improvement where results are documented over time and shared with the Board and community. However, we are recommending that we do not follow the strict parameters as presented in SPSA and, instead, develop a process that is more suited to our needs and is connected to our strategic directions.

RECOMMENDATION: Administrative recommends approval of revisions to BP/AR 0420, School Plans/Site Councils. Final approval of changes will be brought forward at the June 7 board meeting.

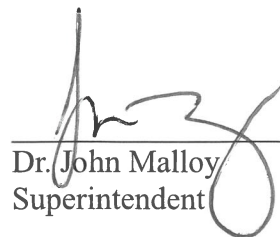
BUDGET IMPLICATIONS: None



Debbie Petish
Executive Director



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

11.1

Item Number

San Ramon Valley USD
BP 0420 Philosophy, Goals, Objectives and Comprehensive Plans

School Site Councils

The Board of Education believes that comprehensive planning at each district school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. [0000](#) - Vision)

(cf. [0200](#) - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

~~For any school that participates~~ **When required for participation** in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code [52055.755](#), [64001](#))

(cf. 0420.1 - School-Based Program Coordination)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

(cf. 5147 - Dropout Prevention)

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6151 - Class Size)

(cf. 6164.2 - Counseling/Guidance Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, a school may incorporate any other school plan into the SPSA. (Education Code [64001](#))

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic

performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board his/her recommendations for plan approval or revision.

The Board shall review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code [64001](#))

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the site council.

Legal Reference:

EDUCATION CODE

[52-53](#) Designation of schools

[33133](#) Information guide for school site councils

[35147](#) Open meeting laws exceptions

[41500-41573](#) Categorical education block grants

[52055.700-52055.770](#) Quality Education Investment Act

[52176](#) Advisory committees

[52500-52617](#) Adult education

[52800-52887](#) School-Based Program Coordination Act

[52890](#) Qualifications and duties of outreach consultants

[54000-54028](#) Educationally Disadvantaged Youth Programs

[54100-54145](#) Miller-Unruh Basic Reading Act

[54425](#) Advisory committees (compensatory education)

[54650-54659](#) Education Improvement Incentive Program

[56000-56867](#) Special education

[64000](#) Categorical programs included in consolidated application

[64001](#) Single school plan for student achievement, consolidated application programs

HEALTH AND SAFETY CODE

[104420](#) Tobacco use prevention

CODE OF REGULATIONS, TITLE 5

[3930-3937](#) Compliance plans

UNITED STATES CODE, TITLE 20

[6311](#) Accountability, adequate yearly progress

[6312-6319](#) Title I programs; plans

[6421-6472](#) Programs for neglected, delinquent, and at-risk children and youth

[6601-6651](#) Teacher and Principal Training and Recruitment program

[6801-7014](#) Limited English proficient and immigrant students

[7101-7165](#) Safe and Drug-Free Schools and Communities

[7341-7355c](#) Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2013

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, Single Plan for Student Achievement: <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

U.S. Department of Education: <http://www.ed.gov>

WestEd: <http://www.wested.org>

Policy SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

adopted: March 22, 2016 Danville, California

San Ramon Valley USD
AR 0420 Philosophy, Goals, Objectives and Comprehensive Plans

School Plans/Site Councils

School Site Councils

School site councils shall be established when required for participation in a categorical program. (Education Code [52852](#), [64001](#))

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code [52852](#))

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel selected by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school
5. In secondary schools, students attending the school selected by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parent/guardian representatives and students. (Education Code [52852](#))

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code [52852](#))

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

School site councils may function on behalf of other committees in accordance with law. (Education Code [52176](#), [52870](#), [54425](#); 5 CCR [3932](#))

School site councils shall operate in accordance with procedural meeting requirements established in Education Code [35147](#).

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

~~In order for a school to participate~~ When required for participation in any state or federal categorical program specified in Education Code [52055.700](#) or [64000](#) on an ongoing basis, the school site council shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code [52055.755](#), [64001](#))

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

(cf. 5147 - Dropout Prevention)

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6151 - Class Size)

(cf. 6164.2 - Counseling/Guidance Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6184 - Continuation Education)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code [64001](#))

Such groups may include, but are not limited to, advisory committees established for categorical programs such as English learner, special education, gifted and talented education, and Economic Impact Aid programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6190 - Evaluation of the Instructional Program)

The SPSA shall be aligned with school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data, ~~including the Academic Performance Index (API) and the California English Language Development Test,~~ and may consider any other data developed by the district to measure student achievement. (Education Code [64001](#))

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

The SPSA shall, at a minimum: (Education Code [64001](#))

1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the means of evaluating the school's progress toward accomplishing those goals
3. Identify how state and federal law governing the categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

(cf. 6011 - Academic Standards)

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.
3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals

identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Board of Education for approval. (Education Code [35147](#), [64001](#))

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

Regulation SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

approved: March 22, 2016 Danville, California

revised:

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL
CHANGES

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Certificated Personnel Changes.

BUDGET IMPLICATIONS:


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



Keith Rogenski
Assistant Superintendent
Human Resources



Keri Van de Star
Director
Human Resources



Dr. John Malloy
Superintendent

Item Number

12.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - May 17, 2022

Resignations/Retirements/Deceased

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Anusheh	Agha	Program Supervisor	1.000	ES	06/13/22	Resignation
Kalise	Ahern	Teacher, High	1.000	CH	06/03/22	Resignation
Colin	Anderson	Teacher, High	0.800	SR	06/03/22	Resignation
Roland	Baldwin	Teacher, High	1.000	SR	06/03/22	Resignation
Sylvie	Bullard	Principal, Elementary	1.000	SY	06/13/22	Resignation
Elizabeth	Burke	Teacher, High	1.000	SR	06/03/22	Resignation
Alyson	Campbell	Health Educator	0.200	ES	06/03/22	Resignation
Joanna	Chung	Teacher, Int/Middle	1.000	WR	06/03/22	Resignation
Pooja	Dalal	Teacher, Elementary	1.000	CC	06/03/22	Resignation
Melissa	Dessoie	Teacher, Int/Middle	0.500	CW	06/03/22	Resignation
Sarah	Eitelgeorge	Teacher, Int/Middle	0.167	LC	06/03/22	Resignation
Emma	Gehrman	Teacher, Elementary	1.000	BC	06/03/22	Resignation
Lauren	Haynes	Student Support Counselor	0.500	SV	06/03/22	Resignation
Allison	Holliday	Teacher, High	0.400	SR	06/03/22	Resignation
Kathleen	Humphrey	Teacher, Elementary	1.000	JB	06/03/22	Retirement
Kevin	Jones	Teacher, High	1.000	DH	06/04/21	Retirement
Vishruti	Kekre	Teacher, High	1.000	DH	06/03/22	Resignation
Catherine	Maderos	Teacher, Elementary	1.000	NA	06/03/22	Retirement
Devan	Manning	Teacher, High	1.000	CH	06/03/22	Resignation
Dena	Mcmanis	Psychologist	0.250	VE	06/10/22	Resignation
Dena	Mcmanis	Psychologist	0.250	DA	06/10/22	Resignation
Bonnie	Meyers	Teacher, Int/Middle	1.000	DV	06/03/22	Retirement
Bonnie	Meyers	Teacher, Int/Middle	1.000	DV	06/03/22	Retirement
James	Radkey	Teacher, Elementary	1.000	TH	06/03/22	Retirement
Catherine	Rubin	Teacher, Elementary	1.000	HH	06/03/22	Retirement
Deborah	Sater	Teacher, High	1.000	CH	06/03/22	Retirement
Tiffany	Smith-Beltran	Teacher, Int/Middle	1.000	WR	06/03/22	Resignation
Joyceann	Soliman	Teacher, High	0.200	DH	06/03/22	Resignation
Amanda	Sryjka	Teacher, Elementary	0.500	CR	06/03/22	Resignation
Todd	Swenson	Teacher, Elementary	1.000	JB	06/03/22	Resignation
Rebecca	Uscian	Teacher, High	0.600	DH	06/03/22	Resignation
Lacey	Whiting	Social Worker	1.000	MV	06/14/22	Resignation

2021-22 Leaves of Absence

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Kirsten	Agostino	TSA, MTSS Liaison	1.000	ES	02/28/22-06/03/22
Connie	Brunetti	Teacher, Middle	1.000	GR	03/23/22-05/11/22
Taylor	Castillo	Teacher, Elementary	1.000	MT	04/28/22-06/02/22
Sarah	Frank	Teacher, Elementary	1.000	WD	04/20/22-05/08/22
Casey	Kerr	School Psychologist	1.000	BV	04/22/22-06/10/22
Danielle	Larsen	Teacher, Middle	1.000	PV	04/11/22-06/02/22
Leah	Monroe	Social Worker	1.000	SE	04/19/22-06/14/22
Donna	Olsen	Teacher, Middle	0.500	SV	03/30/22-06/02/22
Tracy	Schluntz	Teacher, Middle	1.000	PV	05/02/22-05/06/22
Leticia	Zadrozny-Zelaya	School Psychologist	1.000	SV	04/20/22-06/02/22

2021-22 Temporary Employment - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Dominique	Ewing	Teacher, Special Ed	1.000	BC	04/01/22-06/03/22
Shanti	Freedom	Teacher, Resource	0.500	CW	04/25/22-06/02/22
April	Jaire	Teacher, Elementary	1.000	HH	04/14/22-04/24/22
Tracy	Schluntz	Teacher, Middle	1.000	PV	04/14/22-04/24/22
Jennifer	Torres	Principal, Middle	1.000	GR	04/11/22-04/15/22

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - May 17, 2022**Coach Employment**

<u>First</u>	<u>Last</u>	<u>Sport</u>	<u>Location</u>
Amaya	Batiza	Swim	MV
Daniel	Jones	Varsity Football	MV
Jamar	McMahan	Football	MV
Justin	Wright	Assistant Men's Freshman Baseball	CH

Substitute Employment Release

<u>EID#</u>	<u>Effective Date</u>
16900	05/05/22

*Revised

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL
CHANGES

DISCUSSION:


The attached personnel changes require Board approval.

RECOMMENDATION:

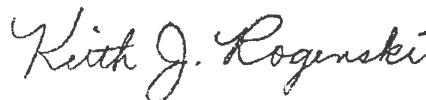
The Administration recommends approval of the Classified Personnel Changes.

BUDGET IMPLICATIONS:

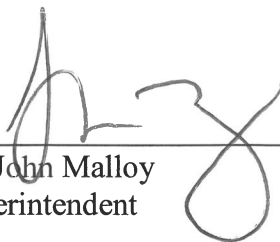
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



LaTonya Williams
Director, Human Resources



Keith Rogenski
Assistant Superintendent, Human Resources



Dr. John Malloy
Superintendent

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - **May 17, 2022****Separation**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Michelle	Rodrigue	Crossing Guard and Noon Duty Unit	BC	Retire	07/01/22
Kristiana	Nestler	Instructional Assistant - Music	LO	Resign	06/03/22
Vanessa	Peterson	Instructional Assistant - PE	QR	Resign	06/03/22
Lori Ann	Mitchell	Library Media Coordinator	CH	Resign	06/01/22
Carlos	Fraccarolli	Maintenance General	BG	Retire	07/01/22
Namrata	Kodwani	Noon Duty Unit	MT	Resign	06/02/22
Urmimala	Sil	Para - Autism Specialist	LO	Resign	06/03/22
Jason	Loy	Para - Special Education	DH	Resign	06/03/22
Eva	Norton	School Secretary - Secondary	CH	Retire	06/11/22
Jane	Ramponi	School Secretary - Secondary	DH	Retire	06/11/22

Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Rajani	Pittala	Child Nutrition Assistant	IH	18.75	Dist.	05/03/22
Nalina	Prasana	Instructional Assistant	CC	15.00	Cat.	04/27/22

Voluntary Transfer

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Olivia	Hui	School Secretary - Elementary to School Secretary - Elementary	QR BV	17.50 40.00	Dist. Dist.	04/29/22

Voluntary Change in Classification

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Emily	Boyd	Para - Autism Specialist and LVN - Rider to Para - Behavior Specialist	BC BC TH	29.50 5.00 30.00	Cat. Cat. Cat.	04/11/22
Monika	Bali	Para - Special Education to Substitute Employment Technician	IH SE	29.00 40.00	Cat. Cat.	05/02/22
Monika	Bali	Substitute Employment Technician to Para - Special Education	SE IH	40.00 29.00	Cat. Cat.	05/06/22

Increase in FTE

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
David	Chang	Computer Systems Technician	TECH	25.00	Dist.	
		to Computer Systems Technician	TECH	33.00	Dist.	06/03/22
Sarah	Woerner	Library Media Coordinator	RR	12.00	Dist.	
		to Library Media Coordinator	RR	24.00	Dist./Ext.	08/09/22
Shokofeh	Moradi	Para - Autism Specialist	BC	29.50	Cat.	
		to Para - Autism Specialist + Rider	BC	34.50	Cat.	05/03/22

Classified Summer Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Jennifer	Schikora	School Office Manager - Elementary	Hire	06/04/22 - 07/13/22

Classified Employment - Other

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Rene	Ayala	Substitute Custodian	Hire	04/28/22
Jessica	Cruz	Substitute Custodian	Hire	04/20/22
Stacey	deJesus	Substitute Clerical	End	04/22/22
Maki	Janken	Substitute Para - Special Education	Add	05/04/22

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

DATE: May 17, 2022

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

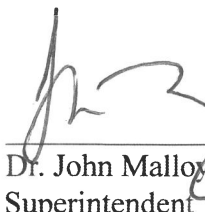
Discussion: Contracts and purchases over \$50,000 are routinely brought to the Board for approval. Copies of the contracts are available to the Board and public upon request.

Vendor Name	Item	Amount	Funding
Apple	Additional 1:1 student devices for TK growth	\$56,680.00	Technology Device Program
Bluum USA	Replacement Projector at Windemere Ranch MS	\$73,629.00	GF – Non-Capitalized Equipment
Follett	Destiny Library Management Software License Renewal 2022-23	\$68,052.39	GF - Lottery
SunPower Corp.	Operations and maintenance services of photovoltaic solar systems for 2022-2023	\$123,531.00	Routine Restricted Maintenance

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

BUDGET IMPLICATIONS: As stated above.


 Daniel Hillman
 Chief Business Officer


 Dr. John Malloy
 Superintendent

12.3
 Item Number

DATE: May 17, 2022

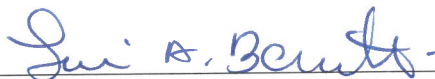
TOPIC: RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates April 28, 2022 through May 11, 2022. Detailed warrant registers are available in the District's Business Office for public inspection.

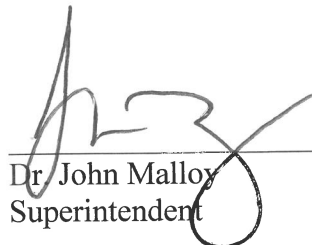
Fund Number	Fund Name	Vendor Warrants	Salary Warrants	Total
1	General Fund	1,826,324.98	12,884,557.13	14,710,882.11
5	Warrant Pass Through Fund	14,481,605.22	-	14,481,605.22
13	Child Nutrition Fund	143,514.06	150,796.04	294,310.10
21	Building Fund	834,375.80	50,689.62	885,065.42
25	Capital Facilities Fund	7,777.98		7,777.98
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	1,490,633.39		1,490,633.39
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	131,982.50		131,982.50
71	Retiree Benefit Fund			-
77	Payroll A/P Clearing			-
	Total All Funds	18,916,213.93	\$13,086,042.79	\$32,002,256.72

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

BUDGET IMPLICATIONS: As noted above.



Lori Benetti
Director, Accounting/Payroll



Dr. John Malloy
Superintendent



Daniel Hillman
Chief Business Office

<p>12.4 Item Number</p>

DATE: May 17, 2022

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION #72/21-22,
APPROVING ROUTINE BUDGET REVISIONS

DISCUSSION:

Routine budget revisions are brought before the Board for approval monthly. The items below detail the changes and movement between accounts.

*On a monthly basis, revenues are reviewed and adjusted to reflect projections based on new information such as enrollment, grant award letters, and receipts from local donations.

Revenues

Federal Revenues –

Federal revenues are decreased \$171,791 primarily due to adjustments in Special Education grant revenues.

Other Local Revenues –

Other Local revenues are increased \$130,931 because of new projections for SRVEF and local donations to schools.

*On a monthly basis, expenditure budgets are reviewed and adjusted to reflect projections based on new information such as grant awards, local donations, and district expenditure commitments.

Expenditures

Salaries and Benefits –

Salaries and benefits are decreased \$93,123 primarily due to decreased projections for Special Education salaries, partially offset by increases for programmatic changes (WASC and website implementation).

Supplies/Services –

Supplies and services are increased \$308,464 primarily due to increased legal fees, feminine product dispensers, and local donations.

Capital Outlay –

Capital Outlay is increased \$28,267 due to local donations.

Other Funds

Building Fund 21 –

Expenditures are reduced \$12,584,737 primarily due to projects that will be completed in 2022-23. The projected ending fund balance is \$33,486,053.

RECOMMENDATION: The Administration recommends adoption of Resolution No. 72/21-22, approving the budget adjustments as presented.

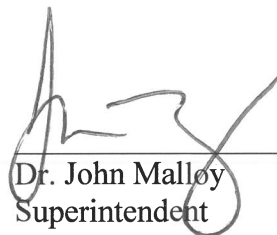
BUDGET IMPLICATIONS: Various, as noted above.



Evan Miller
Executive Director, Business Services



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 72/21-22
APPROVING ROUTINE BUDGET REVISIONS**

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

WHEREAS, the Governing Board believes it to be in the best interest of the District to regularly revise the 2021-22 budget in order to more accurately portray the financial condition of the District;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Ramon Valley Unified School District does hereby authorize the Contra Costa County Superintendent of Schools to revise its 2021-22 budget as hereafter detailed.

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

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 17th day of May, 2022, by the following vote:

AYES:

NAYS:

ABSENT:

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

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

DATE: MAY 17, 2022

TOPIC: PREVIEW OF TEXTBOOKS

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

<i>My Family is From Different Places</i>	Daria Leavitt Leavitt Enterprises Copyright 2018	All Elementary Schools Grade K-5	\$12.95
<i>Continued on next page</i>			

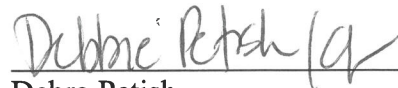
The District uses common sense media to determine if books are age appropriate. Some books may not be on common sense media. All books included on this list have been vetted by a group of 15 SRVUSD educators for age appropriateness.

My Family is From Different Places will be read in all the ELA/SEL general education classrooms as part of Monthly Learnings read alouds.

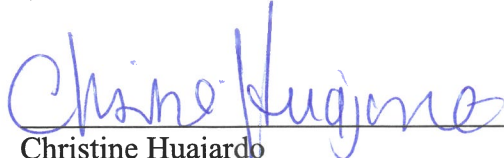
District Policy 6161.1 requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that these textbooks will be on display in the Educational Services Department (Building D) from May 17, 2022 through June 7, 2022. These textbooks will be presented to the School Board on June 7, 2022 for adoption.

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


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



Debra Petish
Executive Director
Curriculum & Instruction



Christine Huajardo
Assistant Superintendent
Educational Services


Dr. John Malloy
Superintendent

12.6

Preview of Textbooks, May 17, 2022, continued:

A Different Pond, A House for Everyone, A Normal Pic, All Are Welcome, All the Colors We Are, et al., as referenced in this document, are being put forward for the use as read alouds for elementary school students. Each book is linked to a District-approved monthly resolution and can be read that month to support the understanding of that resolution. Each book can also be read as a stand alone at any time during the school year.

One of the most important goals from our strategic directions is to: *Create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff.* One way to achieve this goal is through literature - to introduce children to worlds inside and outside of their own. It is so important for schools to be full of diverse stories that reflect students' backgrounds and cultures. Students seeing themselves in the stories they read fosters a sense of belonging, recognition, and validation. These books have been previewed for age appropriateness and educational content.

<i>A Different Pond</i>	Bao Phi Capstone Young Readers Copyright 2017	All Elementary Schools Grade TK-5	\$17.99
<i>A House for Everyone</i>	Jo Hirst Jessica Kingsley Publishers Copyright 2018	All Elementary Schools Grade TK-5	\$13.49
<i>A Normal Pig</i>	K-Fai Steele Blazer + Bray Copyright 2019	All Elementary Schools Grade TK-5	\$17.99
<i>All Are Welcome</i>	Alexandra Penfold and Suzanne Kaufman Knopf Books for Young Readers Copyright 2018	All Elementary Schools Grade TK-5	\$17.99
<i>All the Colors We Are</i>	Katie Kissinger Redleaf Press Copyright 2014	All Elementary Schools Grade TK-5	\$17.95
<i>All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything</i>	Annette Bay Pimentel Sourcebooks Explore Copyright 2020	All Elementary Schools Grade TK-5	\$17.99
<i>Alma and How She Got Her Name</i>	Juana Martinez-Neal Candlewick Copyright 2018	All Elementary Schools Grade TK-5	\$17.99
<i>Always Anjali</i>	Sheetal Sheth Mango & Marigold Press Copyright 2018	All Elementary Schools Grade TK-5	\$16.80

Preview of Textbooks, May 17, 2022, continued:

<i>Amina's Voice</i>	Hena Khan Salaam Reads Copyright 2017	All Elementary Schools Grade TK-5	\$7.99
<i>Bindu's Bindi</i>	Supriya Kelkar Sterling Publishing Co Copyright 2021	All Elementary Schools Grade TK-5	\$16.95
<i>Blended</i>	Sharon M. Draper Atheneum Books for Young Readers Copyright 2018	All Elementary Schools Grade TK-5	\$8.99
<i>Boys Dance!</i>	John Robert Allman Doubleday Books for Young Readers Copyright 2020	All Elementary Schools Grade TK-5	\$17.99
<i>Danbi Leads the School Parade</i>	Anna Kim Viking Books for Young Readers Copyright 2020	All Elementary Schools Grade TK-5	\$12.99
<i>Deep in the Sahara</i>	Kelly Cunnane & Hoda Hadadi Dragonfly Books Copyright 2018	All Elementary Schools Grade TK-5	\$7.99
<i>Drawn Together</i>	Minh Le Little, Brown Books for Young Readers Copyright 2018	All Elementary Schools Grade TK-5	\$18.99
<i>Dreamers</i>	Yuyi Morales Neal Porter Books; Illustrated Edition Copyright 2018	All Elementary Schools Grade TK-5	\$12.68
<i>Each Kindness</i>	Jacqueline Woodson Nancy Paulsen Books Copyright 2012	All Elementary Schools Grade TK-5	\$17.99
<i>Emmanuel's Dream</i>	Laurie Ann Thompson & Sean Qualls Schwartz & Wade Copyright 2015	All Elementary Schools Grade TK-5	\$13.89

Preview of Textbooks, May 17, 2022, continued:

<i>Eyes that Kiss in the Corners</i>	Joanna Ho HarperCollins Copyright 2021	All Elementary Schools Grade TK-5	\$14.99
<i>Fry Bread</i>	Kevin Noble Maillard Roaring Brook Press Copyright 2019	All Elementary Schools Grade TK-5	\$12.46
<i>I Am Jazz</i>	Jessica Herthel Dial Books for Young Readers Copyright 2014	All Elementary Schools Grade TK-5	\$17.99
<i>I Talk Like a River</i>	Jordan Scott Neal Porter Books Copyright 2020	All Elementary Schools Grade TK-5	\$12.40
<i>In My Mosque</i>	M.O. Yuksel HarperCollins Copyright 2021	All Elementary Schools Grade TK-5	\$17.99
<i>Jacob's New Dress</i>	Sarah Hoffman Albert Whitman & Company Copyright 2020	All Elementary Schools Grade TK-5	\$16.99
<i>Julian is a Mermaid</i>	Jessica Love Candlewick Copyright 2018	All Elementary Schools Grade TK-5	\$9.89
<i>Just Ask</i>	Sonia Sotomayor Philomel Books Copyright 2019	All Elementary Schools Grade TK-5	\$10.99
<i>Lailah's Lunchbox</i>	Reem Faruqi Tilbury House Publishers Copyright 2015	All Elementary Schools Grade TK-5	\$15.26
<i>Let the Children March</i>	Monica Clark-Robinson Clarion Books Copyright 2018	All Elementary Schools Grade TK-5	\$17.99
<i>Malala's Magic Pencil</i>	Malala Yousafzai Little, Brown Books for Young Readers Copyright 2017	All Elementary Schools Grade TK-5	\$17.99

Preview of Textbooks, May 17, 2022, continued:

<i>Marisol McDonald Doesn't Match</i>	Monica Brown Children's Book Press Copyright 2011	All Elementary Schools Grade TK-5	\$16.95
<i>Mary Wears What She Wants</i>	Keith Negley Blazer & Bray (HarperCollins) Copyright 2019	All Elementary Schools Grade TK-5	\$17.99
<i>Milo Imagines the World</i>	Matt de la Pena GP Putnam's Sons (Penguin Random) Copyright 2021	All Elementary Schools Grade TK-5	\$18.99
<i>My Two Blankets</i>	Irena Kobald Houghton Mifflin Harcourt Copyright 2015	All Elementary Schools Grade TK-5	\$17.73
<i>Neither</i>	Airlie Anderson Little Brown and Co Copyright 2018	All Elementary Schools Grade TK-5	\$14.99
<i>Not So Different: What You Really Want to Ask About Having a Disability</i>	Shane Burcaw Roaring Brook Press Copyright 2017	All Elementary Schools Grade TK-5	\$14.99
<i>Out of My Mind</i>	Sharon M. Draper Atheneum Books for Young Readers Copyright 2010	All Elementary Schools Grade TK-5	\$9.99
<i>Peaceful Fights for Equal Rights</i>	Rob Sanders Simon & Schuster Books for Young Readers Copyright 2018	All Elementary Schools Grade TK-5	\$17.99
<i>Pride: The Story of Harvey Milk</i>	Rob Sanders Random House Books for Young Readers Copyright 2018	All Elementary Schools Grade TK-5	\$17.99
<i>Save Me a Seat</i>	Sarah Weeks Scholastic Copyright 2016	All Elementary Schools Grade TK-5	\$7.99

Preview of Textbooks, May 17, 2022, continued:

<i>Separate is Never Equal</i>	Duncan Tonatiuh Abrams Books for Young Readers Copyright 2014	All Elementary Schools Grade TK-5	\$19.99
<i>Someone Builds the Dream</i>	Lisa Wheeler Dial Books Copyright 2021	All Elementary Schools Grade TK-5	\$14.89
<i>Speak Up</i>	Miranda Paul Clarion Books Copyright 2020	All Elementary Schools Grade TK-5	\$12.74
<i>Spork</i>	Kyo Maclear Kids Can Press Copyright 2017	All Elementary Schools Grade TK-5	\$8.99
<i>Stella Brings the Family</i>	Miriam Schiffer Chronicle Books Copyright 2015	All Elementary Schools Grade TK-5	\$13.12
<i>Teach Us Your Name</i>	Huda Essa Self Published Copyright 2016	All Elementary Schools Grade TK-5	\$9.95
<i>Ten Beautiful Things</i>	Molly Beth Griffin Charlesbridge Copyright 2021	All Elementary Schools Grade TK-5	\$16.99
<i>That Thing About Bollywood</i>	Supriya Kelkar Simon & Schuster Copyright 2021	All Elementary Schools Grade TK-5	\$17.99
<i>The Arabic Quilt</i>	Aya Khalil Tilbury House Publishers Copyright 2020	All Elementary Schools Grade TK-5	\$15.93
<i>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin</i>	Julia Finley Mosca Innovation Press Copyright 2017	All Elementary Schools Grade TK-5	\$17.99
<i>The Many Colors of Harpreet Singh</i>	Supriya Kelkar Sterling Children's Books Copyright 2019	All Elementary Schools Grade TK-5	\$17.99

<i>The Name Jar</i>	Yangsook Choi Dragonfly Books Copyright 2003	All Elementary Schools Grade TK-5	\$7.99
<i>The Proudest Blue: A Story of Hijab and Family</i>	Ibtihaj Muhammad Little Brown Books for Young Readers Copyright 2019	All Elementary Schools Grade TK-5	\$11.78
<i>The William Hoy Story</i>	Nancy Churin Albert Whitman and Co Copyright 2016	All Elementary Schools Grade TK-5	\$16.99
<i>Uncle Bobby's Wedding</i>	Sarah S Brannen Little Bee Books Copyright 2020	All Elementary Schools Grade TK-5	\$17.99
<i>We Shall Overcome</i>	Debbie Levy Little Brown Books for Young Readers Copyright 2013	All Elementary Schools Grade TK-5	\$18.99
<i>Young Water Protectors</i>	Aslan Tudor & Kelly Tudor CreateSpace Independent Publishing Platform Copyright 2018	All Elementary Schools Grade TK-5	\$24.99
<i>Your Name is a Song</i>	Jamilah Thompkins-Bigelow Innovation Press Copyright 2020	All Elementary Schools Grade TK-5	\$16.99

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF AWARD OF BID #882 COMMERCIAL KITCHEN EQUIPMENT

DISCUSSION: On May 4, 2022 the District received bids from multiple respondents for commercial kitchen equipment for the district's Child Nutrition program. The bids were reviewed by district Child Nutrition and Purchasing staff.

The vendor selected will provide the kitchen equipment as specified. The resulting bids are as follows:

Vendor	Base Bid
Chef Toys	\$442,446.25
Douglas	\$492,463.82
East Bay	\$515,558.67

RECOMMENDATION: The Administration recommends the Board award bid #855 to Chef Toys.


BUDGET IMPLICATIONS: \$442,446.25 – Fund 13 – Child Nutrition.



Nicole Kugler
Manger, Business Services



Daniel Hillman
Chief Business Officer



Dr. John Malloy
Superintendent

12.7
Item Number

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

DATE: May 17, 2022

TOPIC: CONSIDERATION OF APPROVAL OF NEW AND REVISED
CLASSIFIED POSITION DESCRIPTIONS

DISCUSSION:

During this year's successor negotiations between the District and Service Employees International Union (SEIU), Local 1021, the parties agreed to create and develop a position description for Lead Maintenance Carpenter, eliminate the existing Lead Maintenance Craftsperson classification, and reclassify the one incumbent Lead Maintenance Craftsperson as a Lead Maintenance Carpenter. The primary responsibilities of the Lead Maintenance Carpenter include providing support, oversight, and assistance to staff members to ensure timely completion of projects in accordance with District and trade standards, providing staff training, enhancing communication with Department management and outside vendors, and supporting other skilled trades in completing their work assignments. The Lead Maintenance Carpenter will be a working lead.

Additionally, following the Board's approval of the District's new classified position descriptions in December, staff learned that one essential function in the position description for Paraeducator – Special Education was inadvertently omitted when it was negotiated. The District and California School Employees Association (CSEA), Chapter #65, Unit II have since met and agreed to revise the position description to include that omitted essential function.

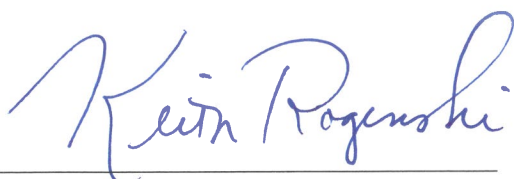
Finally, the implementation of Universal Meals and the introduction and expansion of scratch cooking in the District's Child Nutrition operations have necessitated the creation of new position descriptions for Kitchen Assistant – Receiving Kitchen, Kitchen Assistant - On-Site Kitchen, and a Cook. The District and California School Employees Association (CSEA), Chapter #65, Unit II have met to negotiate and have agreed upon these new position descriptions.

RECOMMENDATION:

Approve the attached position descriptions for Lead Maintenance Carpenter, and pending CSEA ratification, the revised Paraeducator – Special Education position description and new position descriptions for Kitchen Assistant – Receiving Kitchen, Kitchen Assistant – On-site Kitchen, and Cook as presented.

BUDGET IMPLICATIONS:

There is no cost associated with the Board's approval of these new and revised position descriptions.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

Item Number

12.8

Lead Maintenance Carpenter

Purpose Statement

The Job of Lead Maintenance Carpenter done for the purpose of providing support and oversight to department operations with specific responsibilities for coordinating and assisting workers; ensuring completion of projects in accordance with trade standards; providing information on department plans and operations; assisting in the training of carpenters; and support other skilled trades in completing work assignments.

This job reports to Assigned Supervisor

Essential Functions

- Assists in overseeing department operations for the purpose of ensuring functions are performed efficiently in compliance with District and site requirements.
- Analyzes department plans and work environment for the purpose of indemnifying the best work locations and determine the most safe efficient approach.
- Collaborates, communicates, and coordinates with supervisor and all carpenter colleagues for the purpose of completing projects and work orders efficiently.
- Estimate time and equipment needed to complete work projects for the purpose of ensuring timely completion of projects.
- Facilitates and participates in meetings for the purpose of conveying and gathering information required to perform job functions.
- Builds a variety of items for the purpose of modifying and adapting facilities to address specific needs.
- Confers with immediate supervisor regarding the coordination of day-to-day maintenance activities for the purpose of ensuring the proper and efficient maintenance and repair of District buildings and facilities.
- Coordinates with stakeholders for the purpose of competing projects and work orders efficiently.
- Implement assigned programs and projects for the purpose of conforming to established guidelines.
- Informs personnel regarding procedures and status of work orders for the purpose of accurate decision making, taking appropriate action, and complying with health and safety regulations.
- Inspects completed work for the purpose of ensuring quality of work standards are met and identifying preventive maintenance needs.
- Maintains a variety of work-related items for the purpose of ensuring availability and functionality in safe operating condition.
- Installs a wide variety of items for the purpose of providing a safe and workable environment while meeting the needs of the District and its stakeholders.
- Prepares information for the purpose of documenting activities and conveying information.
- Procures equipment and supplies for the purpose of maintaining inventory and ensuring availability and functionality of items required to complete projects.
- Makes a variety of proposals for the purpose of addressing department goals, objectives, and work related needs while complying with safety standards.
- Researches work-related topics for the purpose of gathering information and making recommendations.

- Repairs a wide variety of District items for the purpose of ensuring functional working and learning environments.
- Assists in training Maintenance Workers as needed for the purpose of developing their professional and safety awareness skills.
- Transports a variety of tools, equipment, and supplies for the purpose of ensuring their availability at job sites.

Other Functions

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

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices and procedures; assembling and repairing office and classroom equipment; assembling and repairing playground equipment; estimating required resources; inspecting buildings and grounds; inspecting equipment; operating job related equipment; preparing working drawings; reading blueprints and schematics; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: codes, laws, rules, regulations, and policies; safety practices and procedures; and journeyman level carpentry practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; analyzing issues and determine appropriate course of action; applying material handling techniques; communicating with persons of diverse backgrounds; displaying mechanical aptitude; meeting deadlines and schedules; organizing tasks; setting priorities; and working as part of a team.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under some temperature variations and under conditions with exposure to risk of injury and/or illness.

Experience: Five years of experience as a carpenter with increasing levels of responsibility is required.

Education (Minimum): High school diploma or equivalent. Targeted, job related education within the trade.

Equivalency: Journey-level carpenter.

Required Testing

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Certificates and Licenses

Valid Driver's License

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance

FLSA
Non Exempt

Approval Date
May 17, 2022

Salary Grade
Range 12

Revised Date

Paraeducator - Special Education

Purpose Statement

The job of Paraeducator - Special Education is done for the purpose of providing support to the instructional program within assigned classroom(s) with specific responsibility for assisting in the supervision, care and instruction of special needs students in the general education classroom or in a self-contained classroom; assisting in implementing plans for instruction; assisting in implementation of student learning participation; monitoring student behavior during non-classroom time; providing information to appropriate school personnel.

This job reports to Assigned Supervisor

Essential Functions

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Assists students for the purpose of implementing student learning through completion of class and homework assignments.
- Assists students for mainstream classes for the purpose of supporting their learning and success in the general education environment.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information and strategies relative to job functions.
- Collaborates with instructor, case manager and other staff for the purpose of ensuring student progress in the educational program.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing Individualized Education Plan (IEP) goals.
- Co-teaches under the supervision of assigned teacher by providing instruction to students in a variety of individual and group activities for the purpose of reinforcing instructional goals, implementing IEP plans, and ensuring student learning.
- Creates activities for ongoing learning for the purpose of maintaining classroom continuity.
- Monitors students in a variety of school locations (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.
- **Assists students for the purpose of feeding, lifting, carrying, personal hygiene, mobility, and structural adaptations.**
- Maintains instructional materials and provides alternative accommodations for the purpose of implementing strategies for students to accomplish goals.
- Supervises testing and supports classroom management for the purpose of providing necessary assistance to instructor.
- Supports student behavior within and outside the classroom for the purpose of ensuring appropriate behaviors for desired participation and reinforcing learning concepts.

Other Functions

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

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; adhering to safety practices and procedures; administering first aid and/or prescribed medications; applying assessment instruments; and applying physical restraint practices.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; stages of child development/ behavior; age appropriate activities/behaviors; health standards and hazards; and classroom subjects.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; communicating with persons of diverse backgrounds; dealing with frequent interruptions; meeting deadlines and schedules; organizing tasks; setting priorities; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed in a clean atmosphere and under conditions with exposure to risk of injury and/or illness.

Experience: Experience working with school aged children and/or students with disabilities in an organized setting required.

Education (Minimum): High school diploma or equivalent.

Required Testing

NCLB Compliance/Skills Proficiency Test

Certificates and Licenses

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

December 14, 2021

Salary Grade

Range B

Revised Date

May 17, 2022

Kitchen Assistant – Receiving Kitchen

Purpose Statement

The job of Kitchen Assistant - Receiving Kitchen is done for the purpose of providing support to the food service activities at assigned location with specific responsibilities for preparing and serving food items to students and/or school personnel; and maintaining food service facilities in a safe and sanitary condition.

This job reports to Assigned Supervisor

Essential Functions

- Acts as cashier for the purpose of ensuring accurate completion of all cashier processes.
- Arranges food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Assists in preparation of food for the purpose of ensuring effective menu implementation.
- Attends unit meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Implements school site food service processes (e.g. operating a variety of standard kitchen equipment and reporting equipment operating problems, maintaining food storage, etc.) for the purpose of providing necessary support for optimal kitchen operation.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Performs functions of other nutritional services positions, as requested by supervisor, for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares food and beverage items for the purpose of meeting mandated nutritional and projected meal requirements.
- Provides assistance with nutrition processes (e.g. daily record keeping, meal counts, production records, food and refrigerator/freezer temperature monitoring, quantity and quality of food inventory, cleanliness of equipment, cleanliness of preparation and serving areas, food preparation and serving, etc.) for the purpose of ensuring implementation of daily processes and all nutrition service requirements.
- Reports equipment malfunctions for the purpose of notifying supervisor of need for repair and/or replacement.

Other Functions

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

Job Requirements: Minimum Qualifications**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; and operating equipment found in a commercial kitchen; operating job related equipment; implementing basic computer processes; working collaboratively with others; providing efficient completion of tasks; and taking direction.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; quantify food preparation and handling; and sanitation practices; codes/laws/rules/regulations/policies; health standards and hazards; and methods of quantity cooking.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: working as part of a team; working with interruptions; adapting to changing work priorities; communicating with diverse groups; displaying mechanical aptitude; maintaining confidentiality; meeting deadlines and schedules; organizing tasks; setting priorities; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 50% walking, and 40% standing. The job is performed under temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education (Minimum): High school diploma or equivalent.

Required Testing

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Certificates and Licenses

CA ServSafe Food Handling Certificate

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

Requested May 17, 2022

Revised Date**Salary Grade**

Kitchen Assistant – On-site Kitchen

Purpose Statement

The job of Kitchen Assistant – On-site Kitchen is done for the purpose of providing support to the food service activities at assigned location with specific responsibilities for preparing, cooking, and serving food items to students and/or school personnel; and maintaining food service facilities in a safe and sanitary condition.

This job reports to Assigned Supervisor

Essential Functions

- Acts as cashier for the purpose of ensuring accurate completion of all cashier processes.
- Sets up, prepares, and breaks down serving areas in cafeterias, grab n go lines or mobile carts, or other satellite locations on campus for the purpose of serving meals to students and staff.
- Arranges food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Assists in the cooking and preparation of food for the purpose of ensuring effective menu implementation.
- Assembles main entrees, vegetables, salads, dressings, breads, etc, utilizing menus and recipes prepared by staff for the purpose of producing meals according to a menu plan.
- Attends unit meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Load and unload meals and a la carte items for vending machines for the purpose of serving meals and snacks to students and staff.
- Implements school site food service processes (e.g. operating a variety of standard kitchen equipment and reporting equipment operating problems, maintaining food storage, etc.) for the purpose of providing necessary support for optimal kitchen operation.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Performs functions of other nutritional services positions, as requested by supervisor, for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares food and beverage items for the purpose of meeting mandated nutritional and projected meal requirements.
- Provides assistance with nutrition processes (e.g. daily record keeping, meal counts, production records, food and refrigerator/freezer temperature monitoring, quantity and quality of food inventory, cleanliness of equipment, cleanliness of preparation and serving areas, food preparation and serving, etc.) for the purpose of ensuring implementation of daily processes and all nutrition service requirements.
- Reports equipment malfunctions for the purpose of notifying supervisor of need for repair and/or replacement.

Other Functions

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

Job Requirements: Minimum Qualifications**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; and operating equipment found in a commercial kitchen; operating job related equipment; implementing basic computer processes; working collaboratively with others; providing efficient completion of tasks; and taking direction.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; quantify food preparation and handling; and sanitation practices; codes/laws/rules/regulations/policies; health standards and hazards; and methods of quantity cooking.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: working as part of a team; working with interruptions; adapting to changing work priorities; communicating with diverse groups; displaying mechanical aptitude; maintaining confidentiality; meeting deadlines and schedules; organizing tasks; setting priorities; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 50% walking, and 40% standing. The job is performed under temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education (Minimum): High school diploma or equivalent.

Required Testing

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Certificates and Licenses

CA ServSafe Food Handling Certificate

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

Requested May 17, 2022

Revised Date**Salary Grade**

Cook

Purpose Statement

The job of Cook is to prepare and cook items following a prescribed menu while maintaining proper food safety and Hazard Analysis Critical Control Points (HACCP) protocols. The Cook has good knowledge of methods of large-scale cooking and baking, including the use and care of kitchen equipment and utensils, and cleaning materials and sanitation procedures with specific responsibilities for preparing food, cooking and distributing food and supplies; preparing food for transport; maintaining facilities in a safe and sanitary condition and guiding assigned personnel in the performance of their job functions. The Cook must plan work efficiently for the economic use of food supplies and equipment, follow written and oral instructions, and use basic math to adjust and execute recipes.

This job reports to Assigned Site Manager

Essential Functions

- Prepares and cooks/bakes large-scale meals for the purpose of serving food to students and adults.
- Prepares foods using approved methods of preparation and quantity recipes for the purpose of maximizing efficiency, standardizing product, and complying with nutritional requirements.
- Adjusts recipes, using basic math skills for the purpose of optimal scheduled meal distribution.
- Estimates quantity of food needed to meet menu requirements for the purpose of ensuring sufficient supply, maximizing product usage, and minimizing food waste.
- Assists in the storage and care of foods and supplies for the purpose of maintaining equipment.
- Assists in cleaning of the kitchen, serving, storage, and dining areas and the care of equipment for the purpose of maintaining sanitary conditions and ensuring functionality.
- Ensures food preparation and serving areas meet acceptable cleanliness and sanitary standards for the purpose of meeting health requirements.
- Supports assigned personnel for the purpose of assisting them in food preparation and serving functions in a safe and efficient manner.

Other Functions

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

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to Production Kitchen processes; communicating effectively with others; guiding and mentoring other staff; planning and managing projects; preparing and maintaining accurate records; operating standard office equipment and equipment found in a commercial kitchen; using pertinent software applications; and applying assessment instruments.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily

perform the functions of the job include: Knowledge of Production Kitchen operation; safety practices, and procedures; quantify food preparation and handling; and sanitation practices; codes, laws, rules, regulations, and policies; health standards and hazards; methods of quantity cooking; and stages of child development.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; setting priorities; working as part of a team; working with interruptions; working with detailed information/data; adapting to changing work priorities; displaying mechanical aptitude; maintaining confidentiality; meeting deadlines and schedules; organizing tasks; and working with frequent interruptions.

Responsibility

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

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 50% walking, and 40% standing. The job is performed under temperature extremes and under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience with increasing levels of responsibility is desired.

Education (Minimum): High school diploma or equivalent.

Required Testing

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Certificates and Licenses

CA Food Manager ServSafe Certification

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

Requested May 17, 2022

Salary Grade