



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
699 Old Orchard Drive, Danville  
925-552-5500 [www.srvusd.net](http://www.srvusd.net)

# BOARD OF EDUCATION MEETING AGENDA

June 7, 2022

District Boardrooms A & B

5:00 p.m. CLOSED SESSION

7:00 p.m. OPEN SESSION

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

Shelley Clark, Member  
Susanna Ordway, Member  
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](mailto: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](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

Building C Conference Room

June 7, 2022

5:00 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 Discipline/Dismissal/Release

(Government Code Section 49070)

### 4.2 Public Employee Appointment

(Government Code Section 54957)

- a) Supervisor Custodial Operations
- b) Assistant Principal, High

### 4.3 Conference with Labor Negotiators

(Government Code Section 54957.6)

Agency Representative(s): Keith Rogenski

Employee Organizations(s): SRVEA

### 4.4 Public Employee Performance Evaluation

(Government Code Section 54957)

- a) Superintendent

## Adjournment



# OPEN SESSION

District Boardrooms A & B  
June 7, 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 17, 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 Public Comment for Non-Agenda Item (Comments Limited to Three Minutes) **Oral**

9.2 Association Presidents' Report **Oral**

9.3 Superintendent's Report **Oral**

## 10.0 Action Items/Public Hearings

10.1 Consideration of Approval of Next-Steps for the Equity Action Plan for 2022-23 **Enclosure  
Action**

10.2 Public Hearing for the Proposed 2022-23 Local Control and Accountability Plan (LCAP) **Enclosure**

10.3 Public Hearing for the Proposed 2022-23 District Budget **Enclosure**

10.4 Public Hearing for the SRVUSD Special Education Local Plan Area (SELPA) Annual Service Plan for 2022-23 **Enclosure**

- |      |   |                            |
|------|---|----------------------------|
| 10.5 | Consideration of Approval of Comprehensive Support and Improvement (CSI) Grant Expenditure Plan   | Enclosure<br><b>Action</b> |
| 10.6 | Consideration of Approval of Revision to Administrative Regulation 1312.3 Uniform Complaint Procedure   | Enclosure<br><b>Action</b> |
| 10.7 | Board to take action to seat Student Board Member   | Enclosure<br><b>Action</b> |
| 10.8 | Consideration of Adoption of Resolution No. 73/21-22 in the matter of Ordering the Regular Governing Board Member Elections; Specifications of Election Order | Enclosure<br><b>Action</b> |

## **11.0 Informational Items**

- |      |   |           |
|------|---|-----------|
| 11.1 | SRVUSD Universal Pre-Kindergarten (UPK) Implementation Plan | Enclosure |
|------|---|-----------|

## **12.0 Consent Items**

- |       |  |                             |
|-------|--|-----------------------------|
| 12.1  | Consideration of Approval of Certificated Personnel Changes        | Enclosure<br><b>Consent</b> |
| 12.2  | Consideration of Approval of Classified Personnel Changes          | Enclosure<br><b>Consent</b> |
| 12.3  | Ratification of Warrants   | Enclosure<br><b>Consent</b> |
| 12.4  | Declaration of Surplus Property                                    | Enclosure<br><b>Consent</b> |
| 12.5  | Consideration of Approval of Contracts/Purchases Over \$50,000     | Enclosure<br><b>Consent</b> |
| 12.6  | Consideration of Approval of Bid #875, Non-Food Supplies           | Enclosure<br><b>Consent</b> |
| 12.7  | Consideration of Approval of Bid #876, Bread & Bakery Products     | Enclosure<br><b>Consent</b> |
| 12.8  | Consideration of Approval of Bid #877, Dairy Products              | Enclosure<br><b>Consent</b> |
| 12.9  | Consideration of Approval of Bid #879, Grocery Products            | Enclosure<br><b>Consent</b> |
| 12.10 | Consideration of Approval of Bid #880, Pizza Products              | Enclosure<br><b>Consent</b> |
| 12.11 | Consideration of Approval of A-G Completion Improvement Grant Plan | Enclosure<br><b>Consent</b> |

- |       |  |                             |
|-------|--|-----------------------------|
| 12.12 | Consideration of Approval of Revisions to Board Policy and Administrative Regulation 0420 School Plans/Site Councils                 | Enclosure<br><b>Consent</b> |
| 12.13 | Adoption of Textbooks  | Enclosure<br><b>Consent</b> |
| 12.14 | Preview of Textbooks   | Enclosure<br><b>Consent</b> |
| 12.15 | Consideration of Approval of Bid Award for Gale Ranch Middle School Sidewalk Replacement Project                                     | Enclosure<br><b>Consent</b> |
| 12.16 | Consideration of Approval of New & Revised Management Job Descriptions for Child Nutrition Services and Educational Services         | Enclosure<br><b>Consent</b> |
| 12.17 | Consideration of Approval of Bid Award for Security Camera Installation Various Sites, Phase 1 - Dynamic Security Technologies, Inc. | Enclosure<br><b>Consent</b> |

### **13.0 Administrative Matters**

- 13.1 Board Members' Reports
- 13.2 Student Board Member Report

### **Adjournment**



## BOARD OF EDUCATION MEETING

May 17, 2022

### MINUTES

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The video from this meeting can be found on the District website at [www.srvusd.net](http://www.srvusd.net).

Prior to the Board meeting, trustees attended the employee retirement reception at John Baldwin Elementary School

- 1.0 Call to Order** The meeting was called to order at 5:47 PM.
- 2.0 Attendance**  
Board Members Present: Board President Ken Mintz, Board Vice President Rachel Hurd, Board Clerk Laura Bratt, and Board Members Shelley Clark and Susanna Ordway.  
  
Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski and Christine Huajardo, Director Ilana Israel Samuels PAR Coordinator Lydia Schneider, Legal Representative Seth Eckstein from F3 and Recording Secretary Cindy Fischer.
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Shelley Clark, seconded by Laura Bratt the closed session agenda was approved (5/0). There was no public comment.
- 4.0 Closed Session** The closed session was adjourned at 7:00 PM.  
  
Board President Ken Mintz reconvened the meeting in open session at 7:02 PM.
- 5.0 Pledge of Allegiance/Attendance**  
Board Members Present: Board President Ken Mint, Board Vice President Rachel Hurd, Board Clerk Laura Bratt and Board Members Shelley Clark and Susanna Ordway. Student Board Member Ronit Batra  
  
Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, Executive Directors Nadine Rosenzweig, Jon Campopiano and Melanie Jones and Directors Ilana Israel Samuels and Hong Nguyen  
  
Others Present: 25 visitors attended. Recording Secretary Cindy Fischer
- 6.0 Report of Action Taken in Closed Session** The Board made the following appointments effective July 1, 2022.  
Lauren Falkner - Coordinator, Curriculum & Instruction  
Kimberly Murray - Assistant Principal, Diablo Vista Middle School  
Kate Bryzek - Assistant Principal, Iron Horse & Pine Valley Middle Schools

The Board of Education authorized staff to issue a statement of charges for dismissal to two permanent certificated employees.

- 7.0 Acceptance of Minutes** On a motion by Shelley Clark seconded by Susanna Ordway, the May 3, 2022 minutes were approved. (5/0)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Laura Bratt seconded by Rachel Hurd the open session agenda was approved as amended. Revision to resolution #74 from Item 10.1(5/0)
- 8.2 Approval of Consent Agenda** On a motion by Susanna Ordway seconded by Shelley Clark, the consent agenda was approved as amended. Item 12.6 was moved to action item 10.5. (5/0).
- 9.0 Reports to Board**
- 9.1 LGBTG+ Pride Month Resolution** Director of Equity Hong Nguyen  
Public Comment:  
Mike Arata (7.02)  
Ben Horn (16.33)  
Taylor denBroeder (18.16)
- 9.2 Public Comment for Non Agenda Items** Mike Arata (19.03)  
LaToya Wallace (22.01)  
Bob Allen (25.45)  
Rick Jarrett (28.20)  
Lenard Matthews (31.39)  
Lisa Wirth (35.05)
- 9.3 Association Presidents' Comments** CSEA President Tami Castelluccio  
SRVEA President Laura Finco
- 9.4 Superintendent's Report** Superintendent Malloy spoke about the meetings he attends in the community and the boardroom and the importance of deep learning for students. He also shared some of the many accomplishments throughout the district this past year.
- 9.5 Student Board Member's Report** Student Board Member Ronit Batra spoke about AP and CAASPP testing throughout the district, the expectations and the stress on students. Mr. Batra requested student schedules be sent out to students earlier than has been done in the past. He also shared many of the accomplishments from the past year.



**10.0 Action Items/Public Hearings**

- 10.1 Consideration of Approval of Resolution No. 74/21-22, in Appreciation of Student Board Member** On a motion by Susanna Ordway seconded by Shelley Clark, the Board approved resolution #74/21-22. (5/0)  
Public Comment: None
- 10.2 A-G Completion Improvement Grant Program** Assistant Superintendent Christine Huajardo  
On a motion by Laura Bratt, seconded by Rachel Hurd, the Board approved the A-G completion improvement grant plan. (5/0)  
Public Comment: None
- 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** Assistant Superintendent Keith Rogenski  
On a motion by Rachel Hurd, seconded by Susanna Ordway, the Board approved the new and revised position titles and salary range placement changes in certain classifications in the child nutrition department in the 2022-23 school year. (5/0)  
Public Comment: None
- 10.4 Consideration of Approval of the Expanded Learning Opportunities Plan (ELO-P) and Update on Universal Prekindergarten (UPK) Requirements** Assistant Superintendent Danny Hillman and Christine Huajardo  
On a motion by Shelley Clark, seconded by Laura Bratt, the Board approved the expanded learning opportunities plan. (5/0)  
Public Comment:  
Ann Tancioco ([1.53.30](#))
- 10.5 Preview of Textbooks** On a motion by Rachel Hurd, seconded by Shelley Clark, the Board approved the preview of textbooks (5/0)  
Public Comment:  
Mike Arata ([2.16.40](#))  
Elisa Tinker ([2.19.46](#))  
Ben Horn ([2.21.22](#))
- 10.6**

**11.0 Informational Items**

- 11.1 First Reading of Revisions to Board Policy and Administrative Regulation 0420 School Plans/Site Council** Assistant Superintendent Christine Huajardo. No changes were recommended.  
Public Comment: None

**12.0 Consent Items**

- 12.1** Consideration of Approval of Certificated Personnel Changes
- 12.2** Consideration of Approval of Classified Personnel

## Changes

- 12.3** Consideration of Approval of Contracts/Purchases over \$50,000
- 12.4** Ratification of Warrants
- 12.5** Consideration of Approval of Resolution #72/21-22, Approving Routine Budget Revisions
- 12.6** Preview of Textbooks
- 12.7** Consideration of Approval of Bid #882, Commercial Kitchen Equipment
- 12.8** Consideration of Approval of New and Revised Classification Descriptions
- 13.0 Administrative Matters**
- 13.1 Board Member's Reports** Board members shared their reports and comments, noting attendance at the following:
- Board Member Ordway attended the International Fair at Neil Armstrong Elementary, Festival of the Arts at Dougherty Valley High, LCAP meeting, the Day of the Teacher celebration coordinated by SRVEA and the SRVEF board meeting.
- Board Member Clark attended the SRVEF Endowment Committee lunch at Diablo Country Club and the SRVEA Day of the Teacher celebration with all board members. Ms. Clark is looking forward to the SRVCPTA breakfast, May revise meetings , Discovery Center Benefit and the Ethnic Studies Symposium all on Thursday, May 19.
- Board Member Bratt attended a Raise the Base presentation with Board member Hurd and has presentations scheduled at Golden View Elementary and Stone Valley Middle. She attended the Town of Danville, City of San Ramon and Contra Costa County liaison meeting with President Mintz and Superintendent Malloy. She also attended the San Ramon High and Monte Vista High dance recitals, the Festival of Arts at DVHS and the Asian Heritage celebration.
- Board Vice President Hurd presented a Raise the Base presentation for the Tassajara Hills Foundation. She is looking forward to the CCCSBA meeting on Thursday, May 19 and the CSBA delegate assembly this weekend.
- Board President Mintz along with Vice President Hurd participated in the student board member interviews for next year. He attended the Tri-Valley Innovation luncheon and will be attending the Telugu awards ceremony on Saturday May 19 and the Military Swearing-in on Sunday May 20.

**Adjourned**

The meeting was adjourned at 9:58pm.

Board members and the Superintendent returned to closed session which adjourned at 10:30pm

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF APPROVAL OF NEXT STEPS FOR THE  
EQUITY ACTION PLAN FOR 2022-23

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**DISCUSSION:** This report and the presentation at the Board Meeting are intended to provide an outline and share information about next steps for the equity Action Plan for the 2022-23 school year and to seek approval for implementation of the plan. Equity is one of the primary tenets of our Strategic Directions. Equity in SRVUSD means that all students are empowered to reach their full potential, valued for their voice, and supported in all aspects of their educational pathway. We know that when students feel safe they are more engaged in school and learning opportunities are optimized.

SRVUSD is committed to ensuring that all students have access to well-rounded educational opportunities that address persistent achievement and access gaps, and to creating the conditions for safe and healthy school environments that promote student learning. As we look to next year, we need to reflect and learn from issues, incidents, and experiences that have happened in our schools. Recent events have taught us that educators, partnering with parents and caregivers, must create learning environments that help our students understand explicit acts of racism and discrimination. These recent issues have also underscored the need to better understand the impact of implicit bias on students, staff, and the community meaning that harm may be caused even when there is no malicious intent. We need all staff to engage in this process of learning so that we can better support our students. Additionally, we have our Responding to Discrimination and Hate Handbook that outlines the processes we use when issues happen at school, and recent issues have underscored for us a need to evaluate and revise this process over the summer.

We are referring to some of these recent incidents in order to confirm why the Board's approval of this action plan is important for our work ahead. Further, this work is very much connected to other aspects of our Strategic Directions. Deep Learning and Innovation means that students find their voice, take ownership for their learning, create solutions, individually and collaboratively, tackle real issues, and think deeply and creatively by designing ways to address issues and by communicating clearly with others. Through the Strategic Direction of Social and Emotional Well-Being, we commit to creating and nurturing inclusive learning environments so students can feel deeply connected to their school communities. Our students will become global citizens who learn to serve, be compassionate, and make a difference, and who will develop a sense of purpose, the ability to connect with others, and opportunities to contribute in meaningful ways in order to enhance our students' overall social and emotional well-being.

The SRVUSD Equity Action Plan has several goals. First, every member of the SRVUSD community will understand that our impact is more important than our intention. In addition,

both our intention and our impact must be positive. Second, we acknowledge that some students and staff do not feel accepted and respected right now. Third, as an educational community, we need to create and be accountable in terms of creating safe and inclusive learning environments for all.

To meet these goals SRVUSD will train school personnel who are capable of working alongside others in leading this work. The proposed action plan includes adding 15 Equity Liaisons. These individuals will work closely with our current Multi-Tiered Systems of Support (MTSS) Liaisons and Special Education Program Supervisors to implement the District's strategic directions. Equity Liaisons will receive specialized training and, under the direction of the Director of Educational Equity, will support schools to develop equity plans based on individual school data. Equity Liaisons will be part of a district-wide initiative to cultivate a climate of shared leadership and responsibility for equity in our schools. The role will also serve as a liaison between schools and the community to help develop and sustain trusting and supportive relationships that will benefit students, staff, families, the school, and the district.

Equity Liaisons will not work in a silo. By working closely with MTSS Liaisons and Special Education Program Supervisors, we will create a cadre of change agents that will help all of us collaboratively accomplish the following:

- Improve the achievement and advancement of students with diverse backgrounds by designing, supporting, and implementing equitable practices throughout the school.
- Support parent communication.
- Work with underserved and at-risk students and families to lower barriers and support access.
- Be available to assist with student affinity groups.
- Support student participation in school events that promote career and college awareness.
- Work with administration to encourage student participation in school and community events that promote racial and social awareness.
- Support the enhancement of parent/community engagement at each school

Additional components of the Equity Action Plan include:

**Professional Development.** A pivotal piece of the plan includes providing all staff with professional development on a) the impact of explicit and implicit bias, b) using culturally responsive teaching practices, c) creating inclusive environments that include and affirm diverse identities and experiences, and d) how to recognize incidents that are not inclusive. A series of developmentally-appropriate lessons will be implemented to support students in understanding their role in creating inclusive environments.

**Hiring and Recruiting.** The plan to hire and recruit a more diverse workforce will also be shared. This includes expanding our current recruitment plans and strategies, examining and revising our existing application, screening, and interview processes to eliminate barriers and promote inclusion, and standardizing those processes across the District. We have gathered and synthesized 2021-22 district data on the current ethnic composition of classified and certificated

and management staff and have expanded this Spring's recruiting process to reach more diverse candidates for 2022-23 hiring. Additionally, we will continue our implicit bias training for managers and administrators in 2022-23 to support future hiring.

Equity Steering Committees. The composition of the Equity Steering Committee will be changed to include one staff member, one parent, and one secondary student from each school. We will also create a student-only component on the Equity Steering Committee. We will be sure that the composition of the steering committee will represent the diversity of our community.

Additional components of the plan include improving the diversity of textbooks and novels, refining our responses to discrimination and hate, focusing on leadership development of underrepresented staff, continuing the use of CareLine for the purpose of discrimination and hate reporting, and segmenting the CareLine into eight separate options, including one that will allow students to indicate they are reporting an incident of hate or discrimination.


As an organization, SRVUSD cares deeply about our students and strives to put the needs and welfare of our students at the forefront of our actions and decisions. We must be accountable. Recent events speak to the importance of this work and the urgency to create equitable and inclusive learning environments. We understand the need to focus our efforts to teach the concept of intent versus impact, which is recognizing the impact of these actions, rather than the intention behind the actions. We must center the voices and experiences of those who are most harmed by incidents of racism, discrimination, and/or hate and create safe spaces and safe campuses for all. We believe that our plan will support this important work.

Measuring the impact of our Equity Action Plan is important. Measurement for progress includes reducing the number of racial incidents occurring across our campuses, increasing the hiring of staff from underrepresented populations, academic performance as measured by CAASPP and screener data, social emotional well-being screener data, California Healthy Kids Survey data, and student discipline referral data.

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**RECOMMENDATION:** Staff recommends approval of the Equity Action Plan.

**BUDGET IMPLICATIONS:** Staffing 15 full-time employees will cost approximately \$1,875,000. This includes salary, health and welfare benefits, and statutory costs. These positions will be funded from the unrestricted general fund dollars.

  
 \_\_\_\_\_  
 Dr. John Malloy  
 Superintendent

10.1  
 Item Number

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

**DATE:** June 7, 2022

**TOPIC:** PUBLIC HEARING FOR THE PROPOSED 2022-23 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

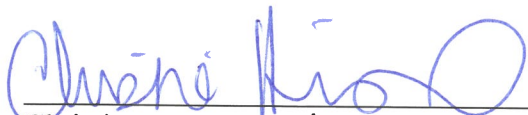
The public hearing for the Local Control and Accountability Plan (LCAP) shall be held at the same meeting as the public hearing for the proposed district budget. Following the public hearings, both documents will be included on the agenda for adoption at the June 14, 2022 board meeting.

This is the second year of the three year LCAP Plan adopted last June 2021.

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**RECOMMENDATION:** The Board President should conduct a public hearing for the proposed 2022-23 Local Control and Accountability Plan at this time.

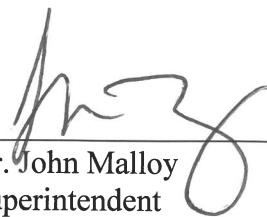
**BUDGET IMPLICATIONS:** The projected costs for the various action steps included in the LCAP are noted in the LCAP document and are included in the proposed district budget.



Christine Huajardo  
Assistant Superintendent, Educational Services



Daniel Hillman  
Chief Business Officer



Dr. John Malloy  
Superintendent

10.2

Item Number

# Local Control and Accountability Plan (LCAP)

June 2022







# SRVUSD Strategic Directions

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



innovative  
equitable  
inclusive  
excellent



# San Ramon Valley Unified School District Strategic Directions

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

## Equity



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

## Social Emotional Well-Being



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

## Deep Learning and Innovation



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

## Shared Leadership



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

## Stewardship of Resources



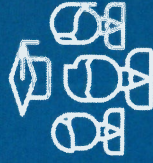
We will maximize resources including time, talent and finances, to advance our student success goals.

## Culture of Responsiveness



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

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



**Success** means our students:

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

## Equity



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

# SRVUSD Strategic Direction: EQUITY

**Goal ONE:** Create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff.

**Goal TWO:** Create culturally responsive and equity-informed policies, procedures, and practices that lead to equitable outcomes for students.

**Goal THREE:** Develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities.

**Goal FOUR:** Recruit, hire, and retain a more diverse staff.

# EQUITY

## LCAP ACTIONS (12): (EXAMPLES)

**ACTION(2.1):** Employ an SRVUSD  
Director of Equity

**ACTION(2.4):** Implement an Ethnic  
Studies course at each  
comprehensive High School

**ACTION(2.6):** Community Equity  
Stakeholder and Engagement  
Committees

**ACTION(2.12):** Train all staff on  
the Responding to Discrimination  
and Hate Handbook, the Gender  
Support Plan, and Gender 101.

## Deep Learning and Innovation



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

# SRVUSD Strategic Direction: DEEP LEARNING AND INNOVATION

**Goal ONE:** Create a coherent system that is aligned to support instruction.

**Goal TWO:** Develop and implement instructional models to engage students in learning at deep levels.

**Goal THREE:** Use authentic forms of assessment where students are expected to meaningfully apply essential knowledge and skills to new situations.

# DEEP LEARNING AND INNOVATION LCAP ACTIONS (22): (EXAMPLES)

**Action(1.1):** District Wide (K-12)  
MTSS Professional Development  
and District MTSS Liaisons assigned  
at each school site

**Action(1.22):** Expansion of  
Universal TK

**Action(1.10):** Employ District Wide  
Coordinators: STEM, ELA/English  
Learner, SEL + College and Career  
Readiness, Technology and  
Assessment

**Action(1.12):** Grading reform  
committee to develop authentic  
assessments where students are  
able to transfer and apply the  
knowledge they have learned.



## Social Emotional Well-Being



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

# SRVUSD Strategic Direction: SOCIAL EMOTIONAL WELL-BEING

**Goal ONE:** Develop a shared commitment to a culture of wellness, where every student's emotional health is respected and supported across the system.

**Goal TWO:** Create and nurture instructional environments that prioritize students' social emotional well-being.

# SOCIAL EMOTIONAL WELL-BEING

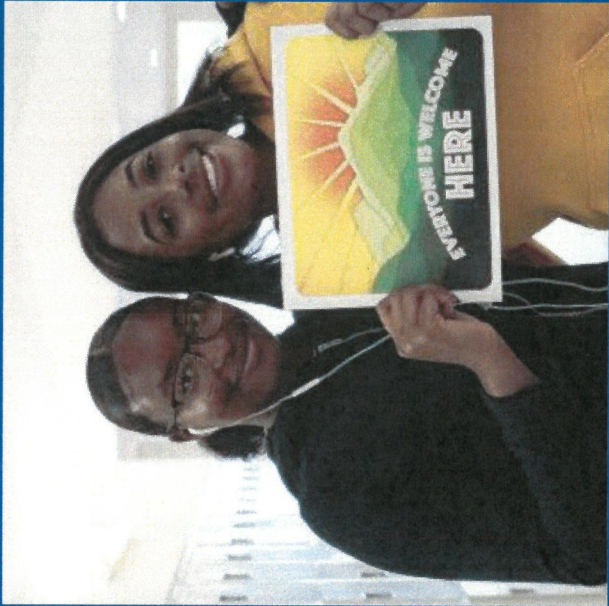
## LCAP ACTIONS (21): (EXAMPLES)

**Action(3.3):** Employ SRVUSD  
Social Workers

**Action(3.6):** Employing eleven  
counselors at Elementary  
Schools

**Action(3.4) :** Provide School  
Counseling and Intervention  
Program (SCIP) services at all  
sites

**Action(3.7):** Support Wellness  
Centers at comprehensive  
high schools



# Thank You!

Questions/Comments?



innovative  
equitable  
inclusive  
excellent

# Comprehensive Support and Improvement Information Presentation

College and Career Readiness  
for Alternative Education

June 7, 2022





## Proposed Spending Plan (\$201,719)

- Hire part-time social worker, psychologist, and an instructional assistant to support academic and social emotional growth.
- Professional development focused on restorative practices and evidence-based strategies on improving attendance.
- Increase college and career readiness opportunities.
- Expand Del Amigo Continuation High School.



# Thank You!

## Questions/Comments?





**San Ramon Valley Unified School District**

699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 7, 2022**TOPIC:** PUBLIC HEARING FOR THE PROPOSED 2022-23 DISTRICT BUDGET

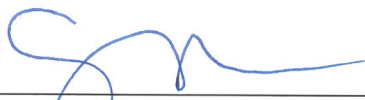
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**DISCUSSION:** Before adoption of the district budget, a public hearing must be held in accordance with Education Code Section 42103. Notification of the date, time and location of the public hearing was published in a local newspaper by the County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

In accordance with Education Code Section 52062(b)(1), the budget public hearing shall be held at the same meeting as the public hearing for the Local Control and Accountability Plan (LCAP). Following the public hearings for the district budget and LCAP, both documents will be included on the agenda for adoption at the June 14, 2022 board meeting. State law requires the Board of a school district to adopt a budget by July 1<sup>st</sup> each year.

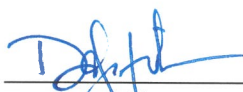
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**RECOMMENDATION:** The Board President should conduct a public hearing for the proposed 2022-23 District Budget at this time.



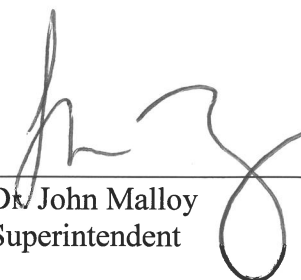
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Evan Miller  
Executive Director Business Services



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Daniel Hillman  
Chief Business Officer



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Dr. John Malloy  
Superintendent

10.3

Item Number

# 2022-23 Adopted Budget Summary Report

June 7, 2022




# Agenda

- Budget Cycle
- State Budget Process
- 2022-23 General Fund Budget Assumptions
  - Revenues
  - Expenditures
- 2022-23 LCAP Revenues and Expenditures
- 2022-23 Adopted Budget Financial Summary and Multi Year Projection (MYP)
- Next Steps

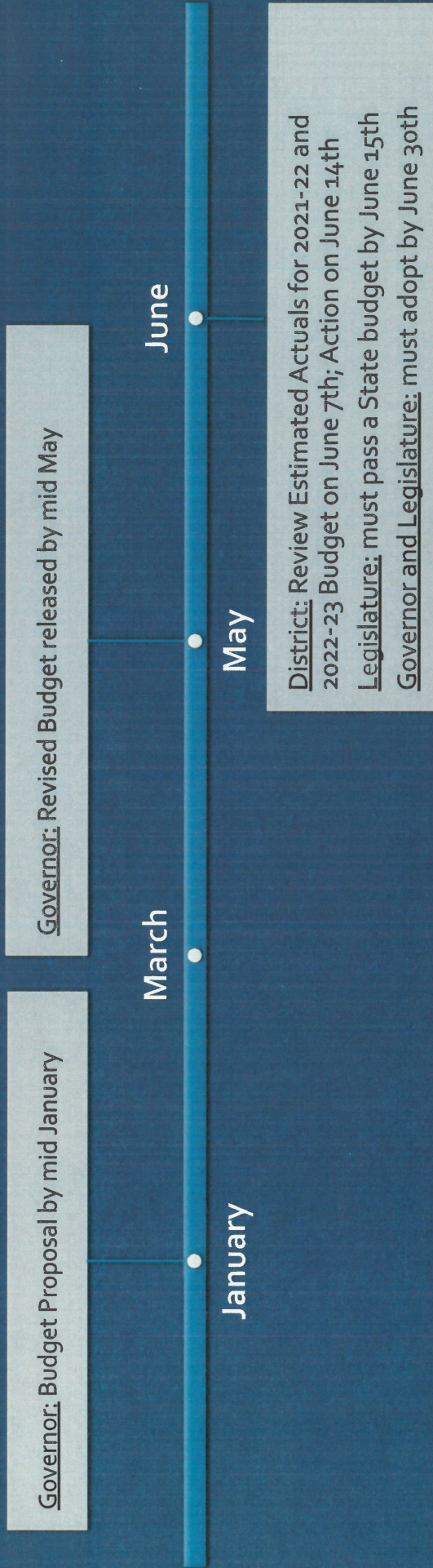
# Budget Cycle and Fiscal Oversight

- State law requires school districts to submit comprehensive financial reports aligned to the timeline below.
- CDE requires submission of the reports utilizing SACS, a statewide, uniform financial reporting format.



Report	Period Covered	Due Date
Adopted Budget	New fiscal year	July 1st
First Interim	July 1 - October 31	December 15
Second Interim	July 1 - January 31	March 15
Estimated Actuals	July 1 - June 30	July 1st
Unaudited Actuals	July 1 - June 30	September 15

# State Budget Timeline



# State Budget Process

- Between the May Revise (May 15th) and Budget Adoption (June 30th), negotiations take place:
  - State Senate
  - State Assembly
  - Governor and his administration (i.e. Dept. of Finance, etc.)

## State Budget Process

- The State has collected more revenues than they expected.
- The Senate, Assembly, and the Governor all have ideas about how to commit more dollars to education.
- Competing priorities and opposing bills, all seek to use the same set of revenues.
- We still don't know how these negotiations are going to settle, so we can't yet guarantee what kind of revenues and potential spending restrictions we may receive.

# Budget Assumptions

What we know and what we've included in the Adopted Budget:

- State will fund a sizeable COLA
- District Revenues will be based on the higher of the following:
  - Current ADA
  - Prior Year ADA
  - 3-Year Average of ADA\*
- All three State players (Senate, Assembly, Governor) have proposals to:
  - commit additional dollars to schools beyond the constitutional requirement
    - both one-time AND ongoing funds
  - raise the LCFF base grants, our primary source of revenue



## Budget Assumptions

- Average Daily Attendance (ADA)
  - Three year average option
  - Adjusted upward to include
  - Adjusted downward due to declining enrollment
- Cost of Living Adjustment (COLA)
- Three significant "Turn the Page" Costs
  - Step/Column Salary Increases
  - Pension costs: STRS/PERS
  - Health and Welfare Costs

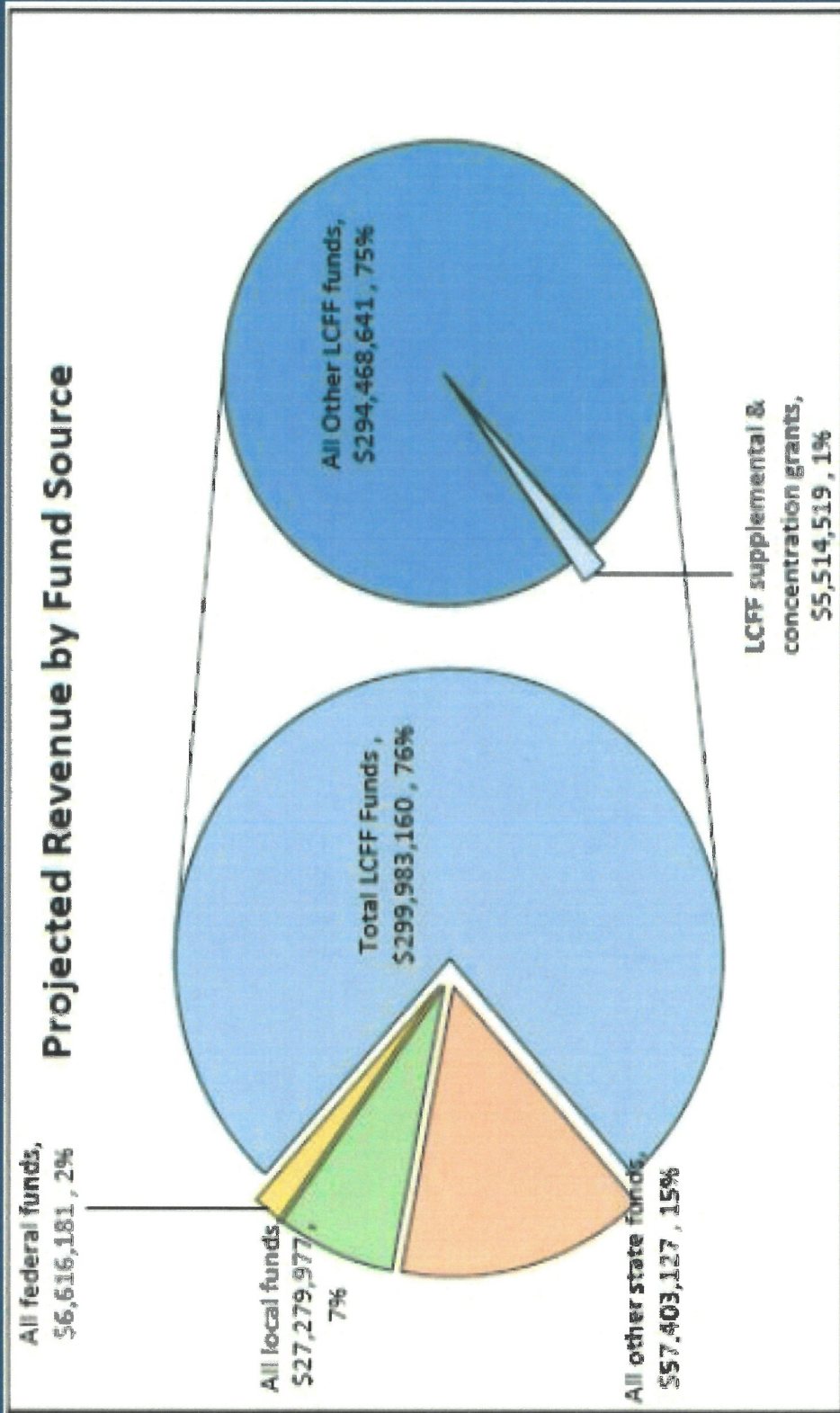
## Budget Assumptions: Revenues

	2022-23	2023-24	2024-25
Enrollment (-275 per year)	29,274	28,999	28,724
Attendance Rate <i>down from rate of 97+% historically</i>	96.9%	96.9%	96.9%
COLA*	6.56%	5.38%	4.02%
Special Ed. Per Pupil Rate (AB602) <i>up from previous rate of \$715 per pupil</i>	\$820	\$820	\$820

## Budget Assumptions: Expenditures

	2022-23	2023-24	2024-25
STRS <i>Up from 16.92% in 2021-22</i>	19.10%	19.10%	19.10%
PERS <i>Up from 22.91% in 2021-22</i>	25.40%	25.20%	24.60%
Step & Column for Salaries	1%	1%	1%
Health and Welfare Benefit Cost Increases	10%	10%	10%

# 2022-23 LCAP Revenues



# 2022-23 LCAP Expenditures

## Budgeted Expenditures in the LCAP

\$ 450,000,000  
\$ 400,000,000  
\$ 350,000,000  
\$ 300,000,000  
\$ 250,000,000  
\$ 200,000,000  
\$ 150,000,000  
\$ 100,000,000  
\$ 50,000,000  
\$ 0

Total Budgeted  
General Fund  
Expenditures,  
\$396,164,482

Total Budgeted  
Expenditures in  
the LCAP  
\$30,072,986

# Multi-Year Projection - 2022-23 Adopted Budget

	2022-23	2023-24	2024-25
<b>Revenues</b>	<b>Budget</b>	<b>Projection</b>	<b>Projection</b>
LCFF Sources	\$299,983,160	\$302,230,235	\$303,300,579
Federal Revenue	\$6,616,181	\$6,616,181	\$6,616,181
Other State Revenue	\$57,403,127	\$49,931,568	\$48,981,421
Other Local Revenue	\$27,279,977	\$27,282,468	\$27,297,745
Transfers In	\$0	\$148,977	\$149,962
<b>Total</b>	<b>\$391,282,445</b>	<b>\$386,209,429</b>	<b>\$386,345,888</b>
<b>Expenditures</b>			
Certificated Salaries	\$163,808,062	\$160,585,855	\$161,143,961
Classified Salaries	\$58,973,953	\$58,748,943	\$59,265,672
Employee Benefits	\$114,851,684	\$115,732,307	\$118,821,601
Books and Supplies	\$13,242,805	\$9,794,845	\$9,776,786
Services	\$44,143,982	\$41,490,549	\$41,617,788
Capital Outlay	\$150,000	\$150,000	\$150,000
Other Outgo/Indirect Costs	\$993,996	\$993,996	\$993,996
Transfers Out	\$2,854,361	\$2,854,361	\$2,854,361
<b>Total</b>	<b>\$399,018,843</b>	<b>\$390,350,856</b>	<b>\$394,624,165</b>
Net Increase (Decrease) in Fund Balance	(\$7,736,398)	(\$4,141,427)	(\$8,278,277)

## 2022-23 Multi-Year Projection (MYP)

	2022-23	2023-24	2024-25
<b>General Fund 01 Balance</b>			
Net Beginning Fund Balance		Projection	Projection
Ending Fund Balance	\$33,250,880	\$25,514,482	\$21,373,055
	\$25,514,482	\$21,373,055	\$13,094,778
<b>Components of Ending Fund Balance</b>			
-Non-spendable	\$551,353	\$551,353	\$551,353
-Legally Restricted	\$12,089,458	\$11,789,625	\$12,035,514
-Committed	\$0	\$0	\$0
-Assigned	\$12,873,670	\$9,032,076	\$507,910
-Undesignated/Unappropriated	\$0	\$0	\$0
<b>Total Ending Fund Balance</b>	<b>\$25,514,482</b>	<b>\$21,373,055</b>	<b>\$13,094,778</b>
Reserve for Economic Uncertainties (Fund 17)*	\$11,970,565*	\$11,710,525*	\$11,838,725*
Declining Enrollment (Fund 17 Assigned)	\$4,402,847	\$4,762,887	\$4,634,687
Reserve Percentage (Fund 17 Economic Uncertainty* + Fund 17 Assigned)	4.12%	4.22%	4.17%

Ed. Effectiveness Grant: \$5.4m  
 Lottery Instr. Materials: \$608k  
 Classified Prof. Dev. Grant: \$84k  
 ELO Grant: \$1.5m  
 ELO Para Grant: \$1m  
 Maintenance: \$2m  
 Other Local Donations: \$1.2m

Deficit Spending: \$12.1m  
 Suppl. Services: \$312k  
 Instr. Materials: \$314k  
 Lottery Carryover: \$91k

\*Legally Required to maintain a reserve in the amount of 3% of annual expenditures

## Review of MYP Ending Fund Balance

- Required Reserves equal 3% of expenditures
  - "Reserve for Economic Uncertainty" resides in Fund 17
- Assigned categories in General Fund 01 includes funds for:
  - Deficit Spending, Supplemental Services, Instructional Materials, and Lottery Carryover
- Assigned amounts are one-time dollars, and total approximately \$12.8m



## Next Steps and Timeline

June 7: Public Hearing and review of the 2022-23 SRVUSD Budget

June 14: Action to adopt the 2022-23 SRVUSD Budget

June 30: Sacramento must adopt 2022-23 State Budget

August Board Meeting: “45 Day Budget Revision” to align the SRVUSD district budget with the state budget

August to October: review actual enrollment numbers

December: 2022-23 First Interim Financial Report to check our assumptions

## Update on State Budget Process

- Additional up to date information to be shared on June 7th

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

**DATE: JUNE 7, 2022**

**TOPIC: PUBLIC HEARING FOR THE SRVUSD SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) ANNUAL SERVICE PLAN FOR 2022-23**

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**DISCUSSION:** In accordance with Education Code Sections 56205(b) (2) and (d); 56001; and 56195.9 the SELPA Local Plan Section D: Annual Budget Plan (ABP) and Section E: Annual Service Plan (ASP) shall be adopted at a public hearing held by the SELPA governing board. As San Ramon Valley Unified School District is a single district SELPA, the Board of Education serves as the governing board of the SELPA.

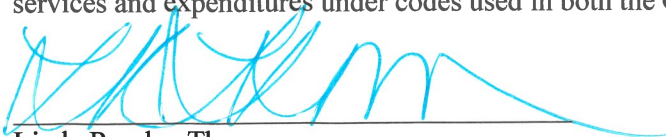
The 2022-23 Annual Budget Plan and Annual Service Plan of the San Ramon Valley Unified School District SELPA are written in accordance with the requirements of AB602 for services provided to special education students requiring that SELPAs provide a complete description of all programs and services provided to special education students in accordance with their Local Plan on an annual basis. These plans identify expected expenditures, include a description of services, the physical location of services, and demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP) pursuant to the SELPA Local Plan. The Annual Service Plan conforms as required to the state management information system codes (CALPADS) which describe the specific location and services for students receiving special education within the district. The Annual Budget Plan explains how the special education budget for the 2022-23 fiscal year conforms to the state required budget categories and supports the implementation of the Local Plan.

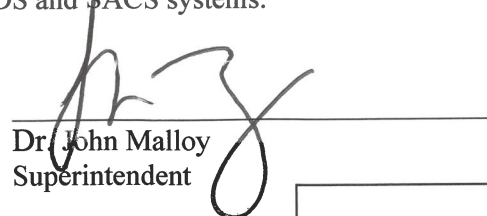
The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Local Plan Sections D and E may be viewed by the public. Following the public hearing, the Annual Budget Plan and Annual Service Plan will be included on the agenda for adoption at the June 14, 2022 board meeting.

You may review this document on the San Ramon Valley Unified School District, Special Education Website: <https://www.srvusd.net/sped>

**RECOMMENDATION:** The Board President should conduct a public hearing for the proposed 2022-23 SELPA Annual Budget Plan and Annual Service Plan at this time.

**BUDGET IMPLICATIONS:** None. When reviewing the Annual Service Plan and Annual Budget Plan, the information presented in these plans is specific as it relates to the requirement from CDE to list services and expenditures under codes used in both the CALPADS and SACS systems.

  
Linda Rowley Thom  
SELPA Executive Director

  
Dr. John Malloy  
Superintendent

**10.4**  
Item Number

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

#### **SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education

Special Education Division

2022-23 Local Plan Submission

## Section D: Annual Budget Plan

SELPA San Ramon Valley Unified School DistrictFiscal Year 2022–23**Local Plan Section D: Annual Budget Plan**

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC Section 56195.1(2)(b)(3)*, each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

## Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 1**

## Special Education Projected Revenue Reporting (Items D-1 to D-3)

## D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="26,532,435"/>	41.88%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="5,010,146"/>	7.91%
Federal IDEA Part C	<input type="text" value="75,121"/>	0.12%
State Infant/Toddler	<input type="text" value="538,586"/>	0.85%
State Mental Health	<input type="text" value="2,077,730"/>	3.28%
Federal Mental Health	<input type="text" value="361,724"/>	0.57%
Other Projected Revenue	<input type="text" value="28,759,215"/>	45.39%
<b>Total Projected Revenue:</b>	<b>63,354,957</b>	<b>100.00%</b>

## D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

## D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

## Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 2**

## Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

## D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="22,356,899"/>	35.29%
Object Code 2000—Classified Salaries	<input type="text" value="11,769,926"/>	18.58%
Object Code 3000—Employee Benefits	<input type="text" value="16,462,454"/>	25.98%
Object Code 4000—Supplies	<input type="text" value="384,819"/>	0.61%
Object Code 5000—Services and Operations	<input type="text" value="11,358,578"/>	17.93%
Object Code 6000—Capital Outlay	<input type="text" value="25,000"/>	0.04%
Object Code 7000—Other Outgo and Financing	<input type="text" value="997,281"/>	1.57%
<b>Total Projected Expenditures:</b>	<b>63,354,957</b>	<b>100.00%</b>

## D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

## D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

## Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 3**

## Federal, State, and Local Revenue Summary (Items D-7 to D-8)

## D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="30,372,645"/>	47.94%
Projected Federal Revenue	<input type="text" value="5,446,991"/>	8.60%
Local Contribution	<input type="text" value="27,535,321"/>	43.46%
<b>Total Revenue from all Sources:</b>	<b>63,354,957</b>	<b>100.00%</b>

## D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

## D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.



## Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 4**

## Special Education Local Plan Area Expenditures (Items D-10 to D-11)

## D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	22,356,899	35.29%
Object Code 2000—Classified Salaries	11,769,926	18.58%
Object Code 3000—Employee Benefits	16,462,454	25.98%
Object Code 4000—Supplies	384,819	0.61%
Object Code 5000—Services and Operations	11,358,578	17.93%
Object Code 6000—Capital Outlay	25,000	0.04%
Object Code 7000—Other Outgo and Financing	997,281	1.57%
<b>Total Projected Operating Expenditures:</b>	<b>63,354,957</b>	<b>100.00%</b>

## D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

## Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 5****Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5-22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

## D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

## D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

## D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

## D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education  
Special Education Division  
2022–23 Local Plan Annual Submission

## Section E: Annual Service Plan

SELPA: Fiscal Year: **Local Plan Section E: Annual Service Plan**

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

**Services Included in the Local Plan Section E: Annual Service Plan**

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting as appropriate to address the unique needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. [34 Code of Federal Regulations (CFR) Section 300.39(b)(3)]

## Section E: Annual Service Plan

SELPA: Fiscal Year:  210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home. [34 CFR Sections 300.34(c)(3), 300.226]

 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Activities carried out by a service coordinator to assist and enable an eligible child and the eligible child's family to receive rights, procedural safeguards, and services that are authorized to be provided under the early intervention program. [34 CFR Sections 300.34(c)(3), 300.226]

 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

## Section E: Annual Service Plan

SELPA: Fiscal Year: 

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

260—Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

270—Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

415—Speech and Language       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

## Section E: Annual Service Plan

SELPA: Fiscal Year: 

difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant. [5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR Sections 300.34 (c)(15), 300.8 (c)(11)]

 425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. [5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)]

 435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing. [5 CCR Section 3051.12; 30 EC Sections 56363, 49423.5(d); 34 CFR Section 300.17]

 436–Health and Nursing: Other *Service is Not Currently Provided*

## Section E: Annual Service Plan

SELPA: Fiscal Year: 

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing. Intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. [5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.17]

 445–Assistive Technology

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. [5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105]

 450–Occupational Therapy

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or in the home, in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. [5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)]

 460–Physical Therapy

 *Service is Not Currently Provided*



## Section E: Annual Service Plan

SELPA: Fiscal Year: 

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when an assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom or other educational settings; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. [5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); CA Business and Professions Code (B&PC) Chapter 5.7 sections 2600-2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)]

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. [5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)]

515–Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. [34 CFR Sections 300.24(b)(2), 300.306; 5 CCR Section 3051.9]

## Section E: Annual Service Plan

SELPA: Fiscal Year:  520–Parent Counseling *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. [5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)]

 525–Social Worker *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 530–Psychological *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program. [5 CCR Section 3051.10; 34 CFR Section 300.34(c)(10)]

 535–Behavior Intervention *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. [5 CCR Section 3001(d); 34 CFR Section 300.34(c)(10)]

## Section E: Annual Service Plan

SELPA: Fiscal Year:  540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Structured education, training, and support services to address the student's mental health needs. [Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)]

 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. [Welfare and Institutions Code, Part 2, Chapter 2.5, Art.1, Section 5671]

 610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 710–Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel. [5 CCR Sections 3051.16, 3051.18; 34 CFR Section 300.34]

 715–Interpreter *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. [5 CCR Section 3051.16; 34

## Section E: Annual Service Plan

SELPA: Fiscal Year:  720–Audiological *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

 725–Specialized Vision *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher. [5 CCR Section 3030 (d); 30 EC Section 56364.1]

 730–Orientation and Mobility *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP. [5 CCR Section 3051.3; 30 EC 56363; 34 CFR Section 300.34 (c)(7)]

 735–Braille Transcription *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

## Section E: Annual Service Plan

SELPA: Fiscal Year:  740—Specialized Orthopedic *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. [5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)]

 745—Reading *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 750—Note Taking *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 755—Transcription *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 760—Recreation Service, Including  
Therapeutic Recreation *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided based on IEP needs. If needed, services will be provided.

 820—College Awareness *Service is Not Currently Provided*

## Section E: Annual Service Plan

SELPA: Fiscal Year: 

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid. [34 CFR Sections 300.39(b)(5), 300.43]

 830–Vocational Assessment, Counseling, Guidance, and Career Assessment

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. [5 CCR Section 3051.14; 34CFR Sections 300.39(b)(5), 300.43]

 840–Career Awareness

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. [5 CCR Section 3051.14; 34 CFR Sections 300.39(b)(5), 300.43]

 850–Work Experience Education

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. [5 CCR Section 3051.14; 34 CFR Sections 300.39(b)(5), 300.43]

 855–Job Coaching

 *Service is Not Currently Provided*

## Section E: Annual Service Plan

SELPA: Fiscal Year: 

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance. [5 CCR Section 3051.14; 34 CFR Sections 300.39(b)(5), 300.43]

 860–Mentoring

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way. [5 CCR Section 3051.14; 34 CFR Sections 300.39(b)(5), 300.43]

 865–Agency Linkages (referral and placement)

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income). [30 ED Section 56341.5(f); 34 CFR Section 300.344(3)(b)]

 870–Travel and Mobility Training

 *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized instruction for individuals in orientation and mobility techniques. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP relative to the development of orientation and mobility skills and independent living skills. [5 CCR Section 3051.3; 34 CFR sections 300.39(c)(7)]

## Section E: Annual Service Plan

SELPA: Fiscal Year:  890—Other Transition Services *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies. [34 CFR Section 300.34]

 900—Other Related Service  Description of the "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit. [34 CFR Section 300.34]

Qualifications of the Provider Delivering "Other Related Service"

Limited use code determined by IEP team where student has significant multiple disabilities are may require additional intensive supports provided by appropriately credentialed/licensed staff.







**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF APPROVAL OF COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) GRANT EXPENDITURE PLAN

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**DISCUSSION:** SRVUSD has received a Comprehensive Support and Improvement (CSI) grant for Del Amigo Continuation School to improve student outcomes as part of the Every Student Succeeds Act (ESSA). Using the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) processes we have developed a plan to utilize the dollars to support student outcomes. The total grant amount to be spent for the 2022-2023 school year is \$201,719.

The spending plan includes hiring a part-time social worker, psychologist, and instructional assistant, engaging staff in professional development focused on restorative practices and evidence-based strategies to improve attendance, increasing college and career readiness opportunities, and expanding the Del Amigo continuation program.


School personnel will implement the plan by collaborating multiple times per year to review assessment data for ELA, Math, and College/Career Readiness to inform decisions that address student needs. CAASPP scores and district screening tools such as Fastbridge, social-emotional surveys, and other multiple measures will be utilized to assess need. Course enrollment will be evaluated and monitored to ensure that students are better able to meet the College/Career Readiness standard.

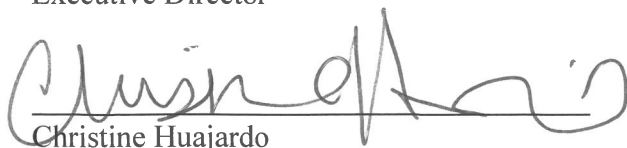
SRVUSD will monitor CSI spending to ensure that all expenditures are in compliance with the LCAP. We will also ensure that CSI expenditures are directly aligned to SPSA goals. Potential expenditures will be presented to all stakeholders at monthly School Site Council Meetings. The SSC will review expenditure proposals to monitor alignment with the LCAP and the SPSA and will approve expenditures if they meet the necessary criteria. Progress monitoring will be ongoing.

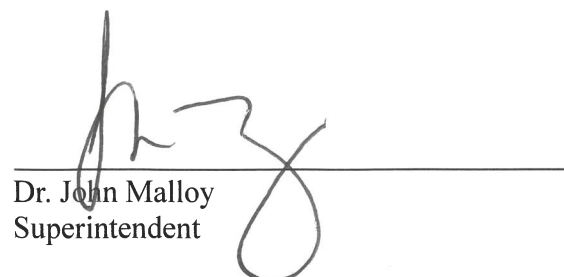
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**RECOMMENDATION:** Staff recommends approval of the Comprehensive Support and Improvement Grant expenditure plan.

**BUDGET IMPLICATION:** The district received \$201,719 to be spent by the 2022-23 school year. This will have no impact to the District's General Fund.

  
\_\_\_\_\_  
Nadine Rosenzweig  
Executive Director

  
\_\_\_\_\_  
Christine Huajardo  
Assistant Superintendent  
Educational Services

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

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

**DATE:** June 7, 2022

**TOPIC: CONSIDERATION OF APPROVAL OF REVISION TO  
ADMINISTRATIVE REGULATION 1312.3 UNIFORM COMPLAINT  
PROCEDURE**

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**DISCUSSION:**

The Board revised the attached Administrative Regulation at its meeting on April 19, 2022 to align with existing law and regulations.

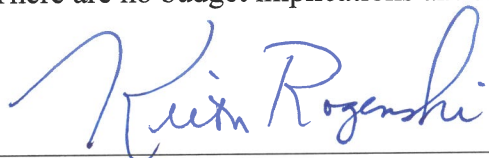
During a recent state review of our Uniform Complaint Procedures, the District was informed of the need to make one final addition to its Administrative Regulation 1312.3 in order to bring it into full compliance with statute.

**RECOMMENDATION:**

Administration recommends approval of the revised Administrative Regulation 1312.3 Uniform Complaint Procedure as attached.

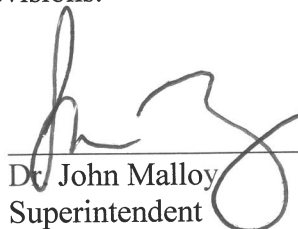
**BUDGET IMPLICATIONS:**

There are no budget implications anticipated due to these revisions.



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Keith Rogenski  
Assistant Superintendent  
Human Resources



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Dr. John Malloy  
Superintendent

## Uniform Complaint Procedure

### AR 1312.3 Community Relations

Except as the Board of Trustees may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

### Compliance Officers

The Board designates the positions identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) in the positions identified below also serve as the Compliance Officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment/Anti-Bullying responsible for handling complaints regarding unlawful discrimination or harassment, such as discriminatory harassment, intimidation, and bullying, and in AR 5145.7 – Sexual Harassment, as responsible for handling complaints regarding sexual harassment. The Compliance Officers shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

UCP Compliance Officer  
 Keith Rogenski  
 Assistant Superintendent, Human Resources  
 San Ramon Valley Unified School District  
 699 Old Orchard Drive  
 Danville, CA 94526  
 925-552-2923  
 krogenski@srvusd.net

Title IX Coordinator  
 David Kravitz  
 Director, Student Services  
 San Ramon Valley Unified School District  
 699 Old Orchard Drive  
 Danville, CA 94526  
 925-552-5033  
 dkravitz@srvusd.net

The Compliance Officer who receives a complaint may designate another individual to investigate and resolve the complaint. The Compliance Officer shall promptly notify the complainant and respondent if applicable, who is assigned to the complaint. As necessary, additional staff or legal counsel may conduct or support the investigation.

In no instance shall a Compliance Officer be assigned to a complaint if the Compliance Officer has a bias or conflict of interest that could prohibit the fair investigation or resolution of the complaint. Any complaint against a Compliance Officer or that raises a concern about the Compliance Officer's ability to investigate the complaint

fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned individuals may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

If any school personnel witnesses an act of discrimination, harassment, intimidation or bullying, they shall take immediate steps to intervene when safe to do so. The Compliance Officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the Compliance Officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the Compliance Officer determines that they are no longer necessary or until the district issues its investigation report. The Compliance Officer may decide to maintain interim measures in place after an investigation report is issued.

### **Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with applicable federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group.
2. The list of all state and federal programs within the scope of the UCP.
3. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate.

4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct.
5. A statement that a UCP complaint must be filed no later than one year from the date the alleged violation occurred.
6. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
7. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3260 - Fees and Charges)

8. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

9. A statement that complaints will be investigated in accordance with the district's UCP and a written investigation report will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.
10. A statement that the complainant has a right to appeal the district's investigation report to CDE for programs within the scope of the UCP by filing a written appeal, including a copy of the original complaint and the district's investigation report, within 30 days of receiving the district's investigation report.
11. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available to the complainant under state or federal antidiscrimination laws, if applicable.
12. A statement that copies of the district's UCP are available free of charge.

In addition, in each license-exempt California State Preschool Program (CSPP) classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5)

The annual notification, complete contact information of the Compliance Officers, and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If fifteen percent (15%) or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

### **Filing of Complaints**

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received.

All UCP complaints shall be filed not later than one year from the date the alleged violation occurred. For complaints relating to the Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the LEA.

All complaints shall be filed in writing, signed by the complainant, and filed with the Compliance Officer, whenever possible. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist the complainant in the filing of the complaint. The signature on a complaint may be handwritten, typed (including in an email), or electronically generated. (5 CCR 4600)

All school personnel who are in receipt of a complaint that pertains to UCP shall immediately notify the site administrator. All UCP complaints filed with a site administrator will be forwarded to a Compliance Officer. All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. The Compliance Officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (items #1 through 26 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously, without a signature, if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination, such as discriminatory harassment, intimidation, or bullying, may be filed only by persons who allege that they have personally suffered unlawful



discrimination or who believe that any specific class of individuals has been subjected to unlawful discrimination, or by a duly authorized representative who alleges that an individual student has been subjected to unlawful discrimination, harassment, intimidation or bullying. . The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying is filed anonymously, the Compliance Officer shall pursue an investigation or other response as appropriate, based on the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, or the alleged victim, when not the complainant, requests confidentiality, the Compliance Officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### **Investigation of Complaint**

The Compliance Officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint and shall notify the complainant and/or representative of the opportunity to present any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the Compliance Officer shall determine the proper investigation procedures to ensure an unbiased and thorough investigation. Generally, an investigation will include collection of all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The Compliance Officer/Investigator shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the Compliance Officer/Investigator shall inform both parties of the status of the investigation. The Compliance Officer/Investigator shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner to the extent practicable. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's Compliance Officer/Investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation(s). Similarly, a respondent's refusal to provide the district's Compliance Officer/Investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the Compliance Officer/Investigator with access to records and other information related to the allegation(s) in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence

collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The Compliance Officer/Investigator shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

### **Investigation Report**

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a written report, as described herein below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's written report at the same time it is provided to the complainant.

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. Findings of fact based on the evidence gathered.
2. Conclusion providing a clear determination as to each allegation as to whether the district is in compliance with the relevant law.
3. Corrective action(s), whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600.
4. Notice of the complainant's right to appeal the district's investigation report to CDE except when the district has used the UCP to address a complaint not specified in 5 CCR 4610.
5. Procedures to be followed for initiating an appeal to CDE.

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the investigation report shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60-day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.
4. If an employee is disciplined as a result of the complaint, the investigation report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Corrective Actions**

When a complaint is found to have merit, the Compliance Officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling;
2. Academic support;
3. Health services;
4. Assignment of an escort to allow the victim to move safely about campus;
5. Information regarding available resources and how to report similar incidents or retaliation;
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim;
7. Restorative justice; and/or
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law;
2. Parent/guardian conference;
3. Education regarding the impact of the conduct on others;
4. Positive behavior support;
5. Referral to a student success team;
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law; and/or
7. Disciplinary action, such as suspension or expulsion, as permitted by law.

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, or any requirement related to ~~the~~ LCAP programs: **Course Periods Without Educational Content** is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075).

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education (CDE)

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP, may file an appeal in writing with the CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures;

2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the district's investigation report are not supported by substantial evidence;
4. The legal conclusion in the district's investigation report is inconsistent with law; and/or
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

The CDE will not process an appeal if it is untimely or if it fails to include this information. (5 CCR 4632)

Upon notification by CDE that the complainant has appealed the district's investigation report, the Superintendent or designee shall forward the following documents to the CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint.
2. A copy of the written investigation report.
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the district's uniform complaint procedures.
6. Other relevant information requested by CDE.

The district's failure to provide a timely and complete response may result in the CDE ruling on the appeal without considering information from the district. (5 CCR 4633)

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

### **Health and Safety Complaints in California State Preschool Program (CSPP)**

UCP complaints regarding state preschool health and safety issues in a license-exempt CSPP program shall comply with the following:

1. All complaints shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as he or she wishes. A complainant who self-identifies is entitled to a response if the complainant indicates that a response is requested. Any response, if requested, shall be written in English and the primary language in which the complaint was filed.

2. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5)
3. Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5)
4. The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint.
5. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee.
6. A complainant not satisfied with the resolution of the complaint has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 8235.5)
7. A complainant may file a written appeal of the district's decision to CDE in accordance with 5 CCR 4632 as described above. (Education Code 8235.5) Any appeal must be filed within 30 days of the date of the complainant's receipt of the district's report. The SSPI or his or her designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report to the State Board of Education describing the basis for the complaint, the LEA's response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from the LEA's remedy.
8. The district shall report summarized data on the nature and resolution of all CSPP health and safety complaints by general subject area with the number of resolved and unresolved complaints, on a quarterly basis to the Board at a regularly scheduled meeting, and to the County Superintendent of Schools.
9. All complaints and responses are public records. (Education Code 8235.5)

Regulation  
approved: March 22, 2016

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Danville, California

revised: October 26, 2021

revised: April 19, 2022

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

**DATE:** June 7, 2022

**TOPIC:** Board to Take Action to Seat Student Board Member

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**DISCUSSION:**

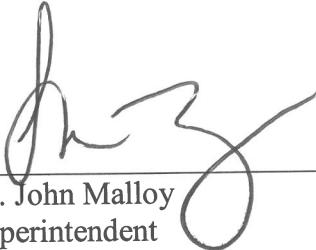
Board to receive and consider the nomination of Anya Ayyappan.

**RECOMMENDATION:**

The Board may take action to seat the Student Board Member pursuant to Education Code section 35012.

**BUDGET IMPLICATIONS:**

None

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

**10.7**  
Item Number

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

**DATE:** JUNE 7, 2022

**TOPIC:** CONSIDERATION OF ADOPTION OF RESOLUTION NO. 73/21-22,  
IN THE MATTER OF ORDERING THE REGULAR GOVERNING  
BOARD MEMBER ELECTIONS; SPECIFICATIONS OF ELECTION  
ORDER

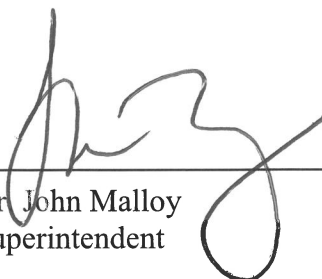
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**DISCUSSION:** This resolution will satisfy Education Codes 5322 and Election Code 1302(a) requirements that in the event of any ordered election a resolution be delivered to the County Superintendent of Schools and the Officer conducting the election, ordering said election.

This resolution also established the required conditions for prospective candidates relative to the election of three (3) board members on November 8, 2022.

**BUDGET IMPLICATIONS:** The district shares the expense of the November election with other public agencies. Funds are allocated for this purpose.

**RECOMMENDATION:** The administration recommends approval.

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

**10.8**  
Item Number



## SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

### RESOLUTION NO. 73/21-22

#### IN THE MATTER OF ORDERING REGULAR GOVERNING BOARD MEMBER ELECTIONS; SPECIFICATIONS OF THE ELECTION ORDER

**WHEREAS**, Election Code 1302 (a) provides that, in the absence of establishing the Election Day for governing board members to regularly occur on specified statewide elections, the regular election to select governing board members in any school or community college district shall be held on the first Tuesday after the first Monday in November of each even numbered year;

**WHEREAS**, Education Code 5322 provides that whenever an election for governing board members is ordered, the governing board shall, by resolution, provide for specifications of the election order which shall be delivered to the officer conducting the election not less than 123 days prior to the date set for the election; and

**WHEREAS**, other elections of school districts or other public agencies may be held in whole or part within the territory of this district and it is to the advantage of the district to consolidate therewith;

**WHEREAS**, Elections Code Section 13307 requires that before the nominating period opens, the governing body must determine whether a charge shall be levied against each candidate submitting a candidate's statement to be sent to the voters; may estimate the cost; and determine whether the cost must be paid in advance; and

**WHEREAS**, Elections Code Section 12112 and Education Code 5363, requires the publication of a notice of the election once in a newspaper of general circulation in the district;

**WHEREAS**, tie votes shall be determined by lot or run-off election according to Education Code 5016.

**NOW, THEREFORE, BE IT RESOLVED as follows:**

#### **SPECIFICATIONS OF THE ELECTION ORDER**

1. The Governing Board hereby orders an election to be held within the territory included in this district on the 8th day of November, 2022, for the purpose of electing member(s) to the governing board of the District in accordance with the following specifications:
2. The purpose of the election is to choose successors for the following offices: Board of Education Ken Mintz term ending 12/1/2022 Area 1, Susanna Ordway term ending 12/1/2022 Area 4 and Rachel Hurd term ending 12/1/2022 Area 5.
3. The Governing Board has determined that the candidate will pay for the Candidate's Statement. As a condition of having the Candidate's Statement published, the candidate shall/may pay the cost at the time of filing. The Governing Board hereby establishes the estimated cost for a candidate statement as the following: Area 1 - \$620.88, Area 4 - \$537.60 and Area 5 - \$584.16
4. The Governing Board requests that the Elections Division publish the Notice of Election in a newspaper of general circulation that is regularly circulated in the territory.

5. The Governing Board has determined that the action to be taken in the event of a tie vote is as follows: in case of a tie vote, the tie shall be broken by lot.
6. The Governing Board hereby requests and consents to the consolidation of this election with other elections to be held in whole or in part in the territory of the district, pursuant to Education Code 5340 and Elections Code 10400.
7. The Clerk of this Board is ordered to deliver copies of this resolution to the Registrar of Voters, and if applicable to the Registrar of Voters of any other county in which the election is to be held, as required by Education Code 5322 and 5324.
8. In accordance with Education Code 5421, the district will reimburse the County for the actual cost incurred by the county elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official.
9. I, Laura Bratt, Clerk of the Board of Trustees of the San Ramon Valley Unified School District, do hereby certify that the foregoing Resolution was proposed by Board member \_\_\_\_\_, seconded by Board member \_\_\_\_\_, and was duly passed and adopted by said Board at an official and public meeting thereof held on June 7, 2022 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAINED:**

**DATED:**

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Laura Bratt  
Clerk of the Board of Education  
San Ramon Valley Unified School District  
Contra Costa County, State of California

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

**DATE:** June 7, 2022

**TOPIC:** SRVUSD UNIVERSAL PREKINDERGARTEN (UPK) IMPLEMENTATION  
PLAN

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**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. This agenda item aims to share the plan for how all children in our attendance area, by the year 2025-26, will have access to a full day of learning the year before kindergarten.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). SRVUSD is committed to providing a quality program that meets the needs of all students and their families. As a district, our plan involved collaboration from multiple departments including Educational Services, Facilities, Human Resources, Enrollment, Special Education, and Business. We also sought input from our current TK teacher, union partners, and numerous community partners and stakeholders. The State funding expected for next year is \$303,201 for the Universal Pre-Kindergarten (UPK) planning and implementation grant.

One of the main components of UPK is the expansion of Transitional Kindergarten. Currently, TK eligibility includes children who turn 5 during the three-month period of September 2nd to December 2nd. However, the new law expands the age eligibility by two months each year until 2025-26, when all 4-year-olds will have access. The new legislation also requires a 12:1 student to staff ratio in TK classrooms for the 2022-23 school year and possibly a 10:1 ratio in 2023-24 and beyond dependent upon state funding. In response to these requirements, we looked at projected TK enrollment numbers over the next 4 years to determine staffing and facilities needs. Projections show that SRVUSD will grow from our current enrollment of 322 to 1,222 and our current classrooms need will jump from 19 to 61 by the year 2025-26

To best accommodate this growth, the UPK planning team determined that we will continue to offer TK as a 3.5 hour program using an AM/PM model. Beginning in 2022-23, all SRVUSD elementary schools will house at least one TK classroom. The AM/PM model allows room for growth across all sites in future years. The curriculum will be play-based and developmentally appropriate. Our Facilities Department is working with each school site individually to assess space, proximity to restrooms, and adequacy of play apparatus.

**11.1**

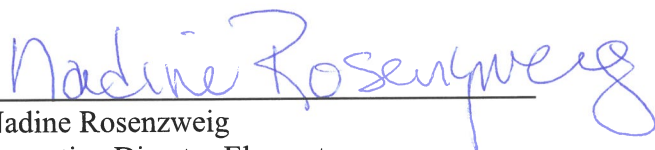
Item Number

Given the projected enrollment growth, we estimate the need for 61 TK teachers by 2025-26. The new regulations also add that teachers assigned to a TK classroom after 2015 also will need either 24 hours of early childhood education units (ECEs), comparable work experience, or a Child Development Permit by August 1, 2023. Our Certificated Human Resources Department hosted informational sessions to offer details and support for any persons interested in learning more about the new requirements. The staffing ratio of 12:1 will be met by adding a classified paraeducator in each classroom. We anticipate the need for 26 paras next school year and 61 by 2025-26 (and possibly more if ratios change). Positions for both teachers and paraeducators have been posted and are in the process of being filled.

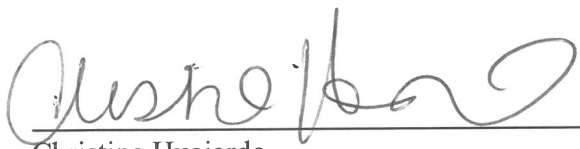
In order to offer a full day of learning, SRVUSD continues to work with our current child care providers and our CSPP classrooms. As was outlined in the May 17 Board meeting, we have also added *Right At School* to provide extended learning opportunities for unduplicated and duplicated student populations in grades TK to 6th.

The expansion of TK is part of the implementation of Universal PreKindergarten (UPK) which is an exciting opportunity to give our youngest learners a solid foundation.

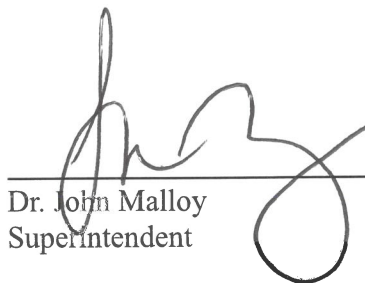
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Nadine Rosenzweig  
Executive Director Elementary



Christine Huajardo  
Assistant Superintendent Educational Services



Dr. John Malloy  
Superintendent

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

**DATE:** June 7, 2022

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

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**DISCUSSION:**

The attached personnel changes require Board approval.

**RECOMMENDATION:**

The Administration recommends approval of the Certificated Personnel Changes.

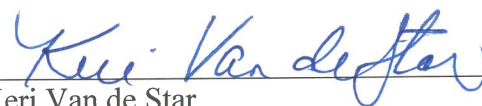
**BUDGET IMPLICATIONS:**

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



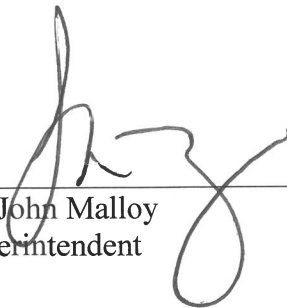
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Keith Rogenski  
Assistant Superintendent  
Human Resources



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Keri Van de Star  
Director  
Human Resources



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Dr. John Malloy  
Superintendent

Item Number

12.1

## CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - June 7, 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>
Hillary	Acmoody	Teacher, Middle	0.500	DV	06/03/22	Resignation
Sarah	Bowers	Teacher, High	1.000	SR	06/03/22	Resignation
Danielle	Caddy	Teacher, High	1.000	CH	06/03/22	Resignation
Rachel	Decker	Teacher, High	1.000	DH	06/03/22	Resignation
Nancy	Dougherty	Teacher, Middle	1.000	VE	06/03/22	Resignation
Jamie	Edwards	School Psychologist	0.200	DH	06/10/22	Resignation
Karrie	Eustice	Teacher, Elementary	1.000	CC	06/03/22	Resignation
Kimberly	Factor	School Psychologist	0.300	SE	06/10/22	Resignation
Jeffrey	Falick	Teacher, High	0.800	VE	06/03/22	Retirement
Jeffrey	Falick	Teacher, High	0.200	DA	06/03/22	Retirement
Lindsey	Gilbert	Teacher, Elementary	1.000	DH	06/03/22	Resignation
Devyn	Gonsalves	Teacher, High	1.000	DH	06/03/22	Resignation
Kimberly	Hillman	Teacher, Elementary	1.000	CC	06/03/22	Resignation
Melissa	Larson	Teacher, Middle	0.167	VE	06/03/22	Resignation
Kathleen	MacDougall *	Teacher, High	0.200	DH	06/03/22	Resignation
Raechel	Moayer	TSA, MTSS Liaison	0.500	QR	06/03/22	Resignation
Raechel	Moayer	TSA, MTSS Liaison	0.500	BV	06/03/22	Resignation
Rhea	Murphy	Principal, Elementary	1.000	GB	06/13/22	Resignation
Kyle	Nash	Teacher, High	1.000	SR	06/03/22	Resignation
Michael	Reeves	Teacher, Middle	0.500	PV	06/03/22	Retirement
Nicole	Resendiz	Teacher, High	1.000	CH	06/03/22	Resignation
Rebecca	Scherer	Teacher, Resource	0.800	HH	06/03/22	Resignation
Rebecca	Scherer	TSA, Elementary	0.200	HH	06/03/22	Resignation
Ethan	Schnel	Teacher, High	1.000	DH	06/03/22	Resignation
Devin	Upson	Teacher, Special Ed	0.600	SE	06/03/22	Resignation
Alice	Van Ness	Teacher, High	1.000	VE	06/03/22	Resignation
Judith	Vergara	Teacher, Elementary	1.000	LO	06/03/22	Retirement
Lotan	Yeung	Teacher, Elementary	0.400	SY	06/03/22	Resignation
Lotan	Yeung	Teacher, Elementary	0.300	CR	06/03/22	Resignation
Lotan	Yeung	Teacher, Elementary	0.300	TH	06/03/22	Resignation
Kira	Yoshizaki	Teacher, Elementary	1.000	QR	06/03/22	Resignation
Xumin	Zhang	Teacher, Middle	0.333	GR	06/03/22	Resignation
Xumin	Zhang	Teacher, Middle	0.167	WR	06/03/22	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>
Connie	Brunetti*	Teacher, Middle	1.000	GR	04/27/22-06/02/22
Erin	Halonen	Teacher, Elementary	1.000	QR	04/21/22-05/17/22
Ashlee	Peraza	Teacher, Elementary	0.400	BC	05/09/22-06/03/22
Kelly	Raab	Teacher, Middle	1.000	PV	04/21/22-05/12/22
Tracy	Schluntz*	Teacher, Middle	1.000	PV	05/02/22-06/02/22
Edgard	Vidrio	Teacher, High	1.000	CH	05/02/22-05/22-22
Leticia	Zadrozny-Zelaya	School Psychologist	1.000	SY	04/18/22-06/02/22

**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>
Christine	Abogado	Counselor, High	0.150	CH	04/11/22-06/02/22
Jennifer	Beavers	Counselor, High	0.150	CH	04/11/22-06/02/22
Rebecca	Bellini	Counselor, High	0.150	CH	04/11/22-06/02/22
Erin	Kellar-Hill	Counselor, High	0.150	CH	04/11/22-06/02/22
Patricia	Mullins	Counselor, High	0.150	CH	04/11/22-06/02/22
Kelly	Nogueiro	Counselor, High	0.150	CH	04/11/22-06/02/22
Cheryl	Youngberg	Counselor, High	0.150	CH	04/11/22-06/02/22

**CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - June 7, 2022****Coach Employment**

<u>First</u>	<u>Last</u>	<u>Sport</u>	<u>Location</u>
Cameron	Coon	Football	MV
Eric	De La Houssaye	Baseball	MV
Jeryn	Lovell	Pom	MV
Joseph	Stanek	Baseball	MV

**Substitute Employment**

<u>First</u>	<u>Last</u>	<u>Effective Date</u>
Khadija	Anwar	05/10/22
Michele	Arnold	05/02/22
Michael	Copeland	05/05/22
Kyle	Costamagna	04/19/22
Shanti	Freedom	05/12/22
Laura	Glover	04/19/22
Sudha	Gopalakrishnan	04/18/22
Samantha	Gotz	05/11/22
Marie	Quintana	05/02/22
Ysabelle	Saguin	04/21/22
Narmada	Saravanan	05/04/22
Daniel	Smith	04/18/22
Mimi	Sosa	04/19/22
Michelle	Wong	05/17/22
Xianqian	Yu	05/10/22

\*Revised

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

**DATE:** June 7, 2022

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

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**DISCUSSION:**


The attached personnel changes require Board approval.

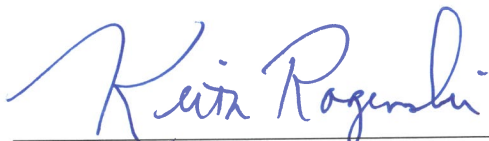
**RECOMMENDATION:**

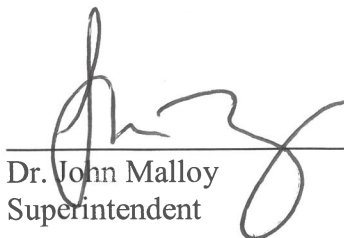
The Administration recommends approval of the Classified Personnel Changes.

**BUDGET IMPLICATIONS:**

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

  
\_\_\_\_\_  
LaTonya Williams  
Director, Human Resources

  
\_\_\_\_\_  
Keith Rogenski  
Assistant Superintendent, Human Resources

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent



## CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - June 7, 2022

**Separation**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Cynthia	Moe	Instructional Assistant	JB	Resign	06/03/22
Courtney	Rudberg	Instructional Assistant	GV	Resign	06/03/22
Jacqueline	Dinsley	Noon Duty Supervisor	GL	Resign	06/03/22
Shan	Gao	Noon Duty Supervisor	HH	Resign	06/03/22
Meredith	Goering	Noon Duty Supervisor	GL	Resign	06/03/22
Amy	Mayer	Noon Duty Supervisor	VG	Resign	06/03/22
Nicole	Doyle	Paraeducator-Classroom	CR	Resign	06/03/22
Jeanne	Kalin	Paraeducator-Classroom	MT	Resign	06/03/22
Dawn	Tsai	Paraeducator-Classroom	SY	Resign	06/03/22
Michele	Arnold	Paraeducator-Special Education	NA	Resign	06/03/22
Janey	Sanchez	Paraeducator-Special Education	MV	Resign	06/03/22
Gayle	Hughey	School Office Manger-Elementary	AL	Retire	06/10/22
Meghan	Felardo	School Secretary-Elementary	GB	Resign	06/10/22

**Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Bria	Wilson	Depart. Secretary-District	BG	40.00	Dist	05/16/22
Sowmya	Rajkumar	Instructional Assistant	CC	19.00	Dist/Ext	04/27/22
Shivaan	Sharma	Lead Child Nutrition Assistant	NA	18.75	Dist	05/09/22
Karen	Soriano De Rivera	Noon Duty Supervisor	MO	10.00	Dist	05/10/22
Kenya	Fonteno	Noon Duty Supervisor	VG	7.00	Dist	05/19/22
Shraddha	Kalra	Paraeducator-Classroom	AL	19.00	Ext	05/12/22
Alison	Dubinsky	Paraeducator-Special Education	GB	35.00	Cat	05/09/22
Nelly	Tinloy	School Secretary-Elementary	QR	17.50	Dist	05/23/22

**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>
Nicole	Kugler	Business Manager	EC	40.00	Dist	
		to Director I, Accounting&Payroll Mgmt	EC	40.00	Dist	05/16/22
Abeer	Fudl Almola	Child Nutrition Assistant	MV	18.75	Dist	
		to Lead Child Nutrition Assistant	MV	40.00	Dist	05/09/22
Caecilia	Carolina	Child Nutrition Assistant	GR	18.75	Dist	
		to Lead Child Nutrition Assistant	BV	18.75	Dist	05/09/22
Stephanie	Hadiwibowo	Child Nutrition Assistant	IH	22.50	Dist	
		to Lead Child Nutrition Assistant	QR	35.00	Dist	05/10/22
Rahman	Opeyany	HVACR Specialist	BG	40.00	Dist	
		Lead HVACR Specialist	BG	40.00	Dist	05/18/22
Christopher	Hamburger	Maintenance Plumber	BG	40.00	Dist	
		to Lead Maintenance Plumber	BG	40.00	Dist	05/18/22
Natalie	Javier	Paraeducator-Classroom	WD	19.00	Ext	
		to School Secretary-Secondary	PV	40.00	Dist	05/16/22
Silvia	Paniagua-Loney	School Secretary-Secondary	PV	40.00	Dist	
		to School Office Manager-High School	CH	40.00	Dist	05/02/22

**Voluntary Unpaid Leave of Absence**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Eff Date</u>	<u>End Date</u>
Ariana	Briare-Swedelson	Paraeducator-Special Education	GR	05/03/22	05/31/22

**Classified Summer Employment**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Norma	Andres	Substitute Paraeducator-Special Ed.	Hire	06/15/22

**Classified Employment - Other**

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Action</u>	<u>Eff Date</u>
Umesh	Kumar	Substitute Custodian	Hire	05/23/22

**DATE:** June 7, 2022

**TOPIC:** RATIFICATION OF WARRANTS


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

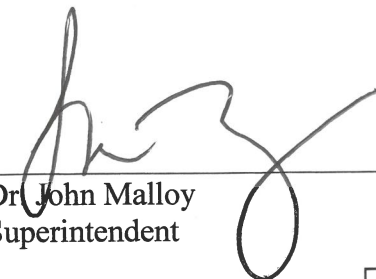
The Board shall review all transactions every 60 days. Listed below is a summary of the District's expenditures for the period of May 12, 2022 through June 1, 2022. Detailed warrant registers are available in the Business Office for public inspection.

<b>Fund Number</b>	<b>Fund Name</b>	<b>Vendor Warrants</b>	<b>Salary Warrants</b>	<b>Total</b>
1	General Fund	2,630,539.75	1,892,418.24	<b>4,522,957.99</b>
5	Warrant Pass Through Fund	188,285.13	-	<b>188,285.13</b>
13	Child Nutrition Fund	335,362.16	85,624.46	<b>420,986.62</b>
21	Building Fund	415,463.83	34,165.73	<b>449,629.56</b>
25	Capital Facilities Fund	6,415.72		<b>6,415.72</b>
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	-		-
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	256,536.52		<b>256,536.52</b>
71	Retiree Benefit Fund	3,227,139.00		<b>3,227,139.00</b>
77				-
	Payroll A/P Clearing			-
	<b>Total All Funds</b>	<b>7,059,742.11</b>	<b>\$2,012,208.43</b>	<b>\$9,071,950.54</b>

**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><b>12.3</b> Item Number</p>
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San Ramon Valley Unified School District  
699 Old Orchard Drive, Danville, CA 94526

**DATE:** June 7, 2022


**TOPIC:** DECLARATION OF SURPLUS PROPERTY

**DISCUSSION:** As per Education Code section 17545-17555, the governing board may sell or dispose of personal property which is unusable, obsolete, or no longer needed by the district. Staff has determined that the item(s) listed below are surplus property and they have been verified as obsolete, unusable and/or cost prohibitive to repair or maintain. If the items do not exceed in value the sum of \$2,500, they may be sold at a private sale without advertising. If the property is of insufficient value to defray the costs of arranging a sale, the items may be donated to a charitable organization or may be disposed of in the local public dump. The items will be removed from the District's fixed asset inventory upon sale or disposal.


Quantity	Item	Quantity	Item
73	STUDENT DESK/DESK/TABLE	15	CHAIR
1	BOOKCASE	6	FILLING CABINET
1	FLOOR SCRUBBER	10	CHROMEBOOK CART
2	FREEZER/FRIDGE	1	PODIUM
1	PROPANE HIGH SPEED BUFBE	1	MICROWAVE
3	WHITEBOARD	1	CLARK ENCORE
62	PROJECTORS	7	AUDIO AMPLIFIERS

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

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

  
\_\_\_\_\_  
Nicole Kugler  
Business Manager

  
\_\_\_\_\_  
Daniel Hillman  
Chief Business Officer

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

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

**DATE:** June 7, 2022

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

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

Vendor	Description	Amount	Funding
All County Flooring	Increase current contract by \$45,000, added two additional schools.	\$90,000	Restricted Routine Maint.
AT&T	Increase current contract by \$100,000 for misc. phone lines/CALNET	\$400,000	GF - Utilities
BSN Sports	Increase to athletic items of \$15,000 for DVHS	\$75,000	Site Donations
CDW	IP Clock speakers for Cal and MV High Schools	\$258,298	Measure D & Technology
CDW	VIVI wireless projections devices	\$239,500	Measure D & Technology
Chef Toys	Increase awarded bid by \$252,435 to cover additional items	\$694,882	Child Nutrition
College Board	AP Exams – DVHS 2021-22	\$379,133	GF - Prof. Services
College Board	AP Exams – CHS 2021-22	\$172,522	GF - Prof. Services
College Board	AP Exams – MVHS 2021-22	\$197,002	GF - Prof. Services
College Board	AP Exams – SRVHS 2021-22	\$91,741	GF - Prof. Services
CVE Demolition	Demolition of old MPR at Stone Valley MS	\$63,085	Measure D
DeSoto Cab	Increase current contract by \$450,000 for additional routes added due to COVID	\$1,175,000	Special Ed Transportation
Evergreen Tree Care	Emergency Tree Work at Rancho Romero	\$110,000	Restricted Routine Maint.
Hop, Skip, Drive	Increase current contract by \$70,000 for additional routes added due to COVID	\$175,000	Special Ed Transportation
Mobility House	(2) EV Charging Stations at the Service Center	\$75,783	Building Fund-Redevelopment
Park Planet	Two metal covered walkways for Vista Grande ES	\$140,843	Measure D
Spartan	Increase current contract by \$150,000 for fuel costs	\$310,000	Transportation
<b>Items below are to establish the Purchase Orders for the FY 2022-23</b>			
ACSIG/EDGE	Dental Benefits 2022-23	\$3,610,000	Self-Ins Health & Wealthfare
Air Filter Control	HVAC Air filters - all sites 2022-23	\$110,000	Restricted Routine Maint.
Alameda County Industries	Food Scrap Recycling 2022-23	\$65,000	GF - Disposal Services
American Asphalt	Asphalt Maint/Repair all sites 2022-23	\$99,100	Restricted Routine Maint.
American Chiller	HVAC Repairs 2022-23	\$99,100	Restricted Routine Maint.
Anixter	Electronic locks and hardware for all sites 2022-23	\$99,100	Restricted Routine Maint.
AT&T	Misc. Phone Lines/CALNET 2022-23	\$400,000	GF - Utilities
Be A Mentor	Volunteer Database Clearance 2022-23	\$250,000	GF - Prof. Services
Cal Steam	Plumbing supplies 2022-23	\$99,100	Restricted Routine Maint.

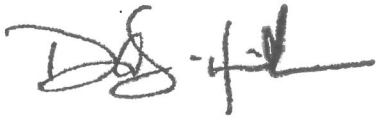
Cengage/Webassign	Online curriculum 2022-23	\$172,250	Covid Grant
Central Contra Costa Sanitary	Sewer Service 2022-23	\$400,000	GF - Utilities
Child Abuse Prevention Council	Speak Up Be Safe Program 2022-23	\$172,000	GF - Prof. Services
City of San Ramon	Maintenance of Iron Horse Middle School 2022-23	\$75,012	Restricted Routine Maint.
Contra Costa Schools Ins	Workers' Comp Insurance 2022-23	\$4,806,181	Employer Ins
Construction West	Building repairs 2022-23	\$99,100	Restricted Routine Maint.
Dannis Woliver Kelley	Legal Services 2022-23	\$55,000	GF - Legal
Denalect	Alarm Maint/Repair all sites 2022-23	\$385,000	Restricted Routine Maint.
DeSoto Cab	Student transportation for 2022-23	\$500,000	Special Ed Transportation
Discovery Counseling Center	SCIP counselors 2022-23	\$451,400	LCAP
Donado Tree Service	Tree Maint all sites 2022-23	\$99,100	Restricted Routine Maint.
DreamBox Learning	Personalized Math Instruction License Renewal 2022-23	\$179,504	Lottery
DRT Grading & Paving	Paving Maint/Repair all sites 2022-23	\$99,100	Restricted Routine Maint.
East Bay Pool Service	Pool Maint/Repair 2022-23	\$99,100	Restricted Routine Maint.
Eide Bailly LLP	Financial Audit Services 2022-23	\$103,000	GF - Prof. Services
Eide Bailly LLP	Proposition 51 Project Audits 2022-23	\$63,000	GF - Prof. Services
Fagen Friedman Fulfroost	Legal Services 2022-23	\$730,000	GF - Legal
Frank & Grossman Landscape	Landscape Maint all sites 2022-23	\$418,000	Restricted Routine Maint.
GoFormative	Real-time assignment/curriculum software for student and teachers Renewal 2022-23	\$76,000	Covid Grant
Harris Solution	QSS Systems renewal 2022-23	\$165,000	GF - Lottery/Technology
Home Depot	Hardware supplies 2022-23	\$121,000	Restricted Routine Maint.
Hop, Skip, Drive	Student transportation for 2022-23	\$175,000	Special Ed Transportation
Illuminate	Assessment, Testing & Curriculum Software Renewal 2022-23	\$416,031	GF and Covid Grant
Infinite Campus	Student Information System License and Support 2022-23	\$407,462	GF - Lottery/Technology
InformedK12	Digital Forms 2022-23	\$115,000	GF - Lottery/Technology
Jeffco Roofing	Roofing Maint/Repair 2022-23	\$99,100	Restricted Routine Maint.
Keenan	Property & Liability Ins 2022-23	\$2,850,000	Self-Ins Property & Liability
Keenan	Self-Ins. Trust Account for claim processing 2022-23	\$75,000	Self-Ins Property & Liability
Kone	Elevator Maint/Repair 2022-23	\$99,100	Restricted Routine Maint.
Lozano Smith	Legal Services 2022-23	\$100,000	GF - Legal
LPG	Fire inspection and fire hydrants 2022-23	\$99,100	Restricted Routine Maint.
MBS Engineering	Replace gas regulators 2022-23	\$99,100	Restricted Routine Maint.
MEB Consulting Group	Equity in Education Program Renewal 2022-23	\$175,000	Comprehensive Coordinated Early Intervening Services/A-G Success Grants
Radiance	College/Career Student Software Solution 2022-23	\$75,100	GF - Lottery/Technology
Opening Technologies	Lock system Maint/Repair 2022-23	\$99,100	Restricted Routine Maint.
Rainbon & Colbert	Environmental Health & Safety Services 2022-23	\$99,100	Restricted Routine Maint.
RSD	HVAC and refrigeration parts 2022-23	\$99,100	Restricted Routine Maint.
Spartan	Diesel fuel 2022-23	\$100,000	Transportation
Spartan	Unleaded fuel 2022-23	\$450,000	Transportation

Town of Danville	School Resource Officers 2022-23	\$83,054	GF - Security
US Post Office	Fund Postage Meter 2022-23	\$50,000	GF - Postage <sup>103 of 143</sup>
Vasco Road	Garbage disposal 2022-23	\$66,000	GF - Disposal Services
Vision Service Plan	Vision Benefits 2022-23	\$570,000	Self-Ins Health & Wealthfare
Zum	Student transportation for 2022-23	\$100,000	Special Ed Transportation

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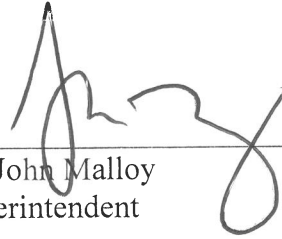
**RECOMMENDATION:** Authorize the District to execute the above agreements and purchases.

**BUDGET IMPLICATIONS:** As stated above.




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Daniel Hillman  
Chief Business Officer




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Dr. John Malloy  
Superintendent

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF AWARD OF BID #875, NON-FOOD SUPPLIES

**DISCUSSION:** On May 10, 2022, the district received bids from multiple respondents to provide non-food supplies for the Child Nutrition Program. The vendors listed below were all invited to participate. The qualifications and products of each bid were reviewed by Child Nutrition and Purchasing staff.

The vendor selected to provide non-food supplies to the district will be the lowest responsive bidder. The department is also awarding on an "all or none" and not on a line item basis. The term of the contract is for one (1) year and may be extended for a period of two (2) additional one year terms for a total contract terms of three (3) years maximum. The resulting bids are as follows:

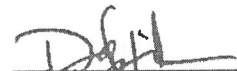
Vendor	Total Bid
P & R Paper	\$357,616.50
Individual Food Service	\$430,082.86

**RECOMMENDATION:** The Administration recommends the Board award Bid #875 for non-food supplies to P&R Paper, of Redlands, CA.

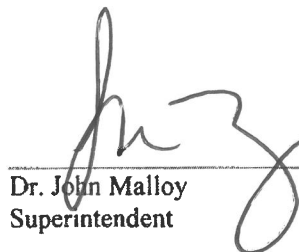
**BUDGET IMPLICATIONS:** Annual total amount of \$357,616.50 – Fund 13 – Child Nutrition



Zetta Reicker  
Director, Child Nutrition



Daniel Hillman  
Chief Business Officer



Dr. John Malloy  
Superintendent

<p><b>12.6</b> Item Number</p>
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**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, California, 94526

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF AWARD OF BID #876, BREAD & BAKERY PRODUCTS


**DISCUSSION:** On May 10, 2022, the district received bids from multiple respondents to provide bread and bakery products for the Child Nutrition Program. The vendors listed below were all invited to participate. The qualifications and products of each bid were reviewed by Child Nutrition and Purchasing staff.

The vendor selected to provide non-food supplies to the district will be the lowest responsive bidder. The department is also awarding on an "all or none" and not on a line item basis. The term of the contract is for one (1) year and may be extended for a period of two (2) additional one year terms for a total contract terms of three (3) years maximum. The resulting bids are as follows:

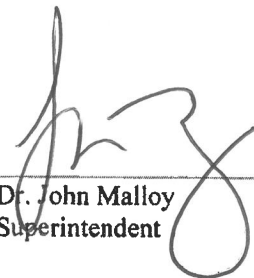
Vendor	Total Bid
Goldstar	\$194,500.37

**RECOMMENDATION:** The Administration recommends the Board award Bid #876 for bread and bakery products to Gold Star Foods, of Ontario, CA.

**BUDGET IMPLICATIONS:** Annual total amount of \$194,500.37 – Fund 13 – Child Nutrition

  
Zetta Reicker  
Director, Child Nutrition

  
Daniel Hillman  
Chief Business Officer

  
Dr. John Malloy  
Superintendent

12.7  
Item Number

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF AWARD OF BID #877, DAIRY PRODUCTS

**DISCUSSION:** On May 10, 2022, the district received one bid to provide dairy products for the Child Nutrition Program. The vendors listed below were all invited to participate. The qualifications and products of each bid were reviewed by Child Nutrition and Purchasing staff.


The vendor selected to provide non-food supplies to the district will be the lowest responsive bidder. The department is also awarding on an "all or none" and not on a line item basis. The term of the contract is for one (1) year and may be extended for a period of two (2) additional one year terms for a total contract terms of three (3) years maximum. The resulting bids are as follows:

Vendor	Total Bid
Crystal Creamery	\$497,040.00

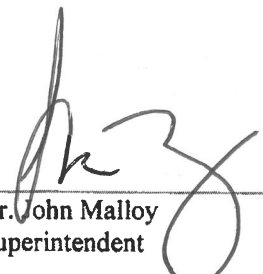
- Nutritional value and analysis
- Taste, appearance and quality
- Cost
- References
- Vendor capability and competency
- 

**RECOMMENDATION:** The Administration recommends the Board award Bid #877 for dairy products to Crystal Creamery, of Modesto, CA.

**BUDGET IMPLICATIONS:** Annual total amount of \$497,040.00 – Fund 13 – Child Nutrition

  
\_\_\_\_\_  
Zetta Reicker  
Director, Child Nutrition

  
\_\_\_\_\_  
Daniel Hillman  
Chief Business Officer

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

12.8  
Item Number

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF AWARD OF BID # 879 GROCERY PRODUCTS


**DISCUSSION:** On May 10, 2022 the District received bids from multiple respondents for grocery products for the Child Nutrition department. The bids were reviewed by Child Nutrition and Purchasing staff.


Based on the estimated usage of 143 stocked, tracked and issued grocery items used throughout the school year, the bid has been awarded by line item in order to maximize cost savings and efficiency. The term of the contract is for one (1) year and may be extended for a period of two (2) additional one year terms for a total contract terms of three (3) years maximum. After reviewing the unit cost and extended annual cost of all items, the resulting bids are as follows:

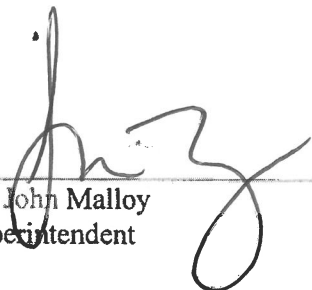
Award	Vendor	Total Bid
75 items	The Danielsen Company	\$772,924.97
21 items	Goldstar Foods	\$194,500.37
40 itmes	Sysco	\$243,286.78
7	No award	n/a

**RECOMMENDATION:** The Administration recommends the Board award Bid #879 for grocery products as indicated above.

**BUDGET IMPLICATIONS:** Estimated annual amount of \$2,278,840.12 – Fund 13 – Child Nutrition

  
\_\_\_\_\_  
Zetta Reicker  
Director, Child Nutrition

  
\_\_\_\_\_  
Daniel Hillman  
Chief Business Officer

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

<p><b>12.9</b> Item Number</p>
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**San Ramon Valley Unified School District**  
699 Old Orchard Drive, Danville, California, 94526

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF AWARD OF BID #880, PIZZA PRODUCTS

**DISCUSSION:** On May 10, 2022, the district received bids from multiple respondents to provide pizza products for all sites. The vendors listed below were all invited to participate. The qualifications and products of each bid were reviewed by Child Nutrition and Purchasing staff. A blind taste test was conducted with samples from both bidders. Products were assessed as follows:


- Nutritional value and analysis
- Taste, appearance and quality
- Cost
- References
- Vendor capability and competency


The vendor selected to provide pizza products to the district will be the lowest responsive bidder. The department is also awarding on an "all or none" and not on a line item basis. The term of the contract is for one (1) year and may be extended for a period of two (2) additional one year terms for a total contract terms of three (3) years maximum. The resulting bids are as follows:

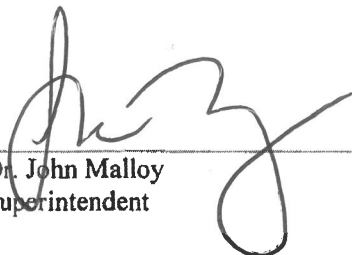
Vendor	Total Bid
Dominos Smart Slice	\$9.50 per pizza (cheese and pepperoni)
Garlex Pizza	\$11.95 per pizza (cheese and pepperoni)

**RECOMMENDATION:** The Administration recommends the Board award Bid #880 for pizza products to Domino's Pizza of Danville, CA.

**BUDGET IMPLICATIONS:** Annual total amount of \$413,848.50 – Fund 13 – Child Nutrition

  
\_\_\_\_\_  
Zetta Reicker  
Director, Child Nutrition

  
\_\_\_\_\_  
Daniel Gilman  
Chief Business Officer

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

12.10  
Item Number

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF APPROVAL OF A-G COMPLETION  
IMPROVEMENT GRANT PLAN

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**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. The Educational Services team presented a spending plan to the Board at the May 17 Board meeting. The proposed plan includes expanding access to A-G coursework, increasing counseling support, enhancing our already-existing Advancement for Individual Determination (AVID) program, and increasing parent engagement.

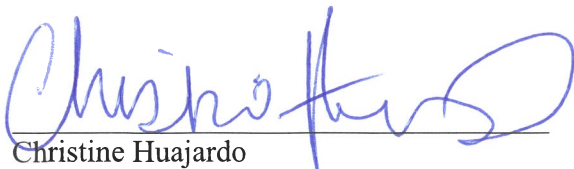
**RECOMMENDATION:** Administration recommends approval of A-G Completion Improvement Grant plan.

**BUDGET IMPLICATIONS:** The grant funding being provided by the State will cover the expenditures proposed



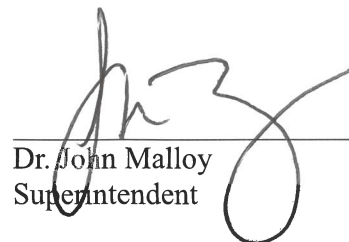
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Debbie Petish  
Executive Director



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Christine Huajardo  
Assistant Superintendent



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Dr. John Malloy  
Superintendent

12.11

Item Number

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

**DATE:** June 7, 2022

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

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**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.

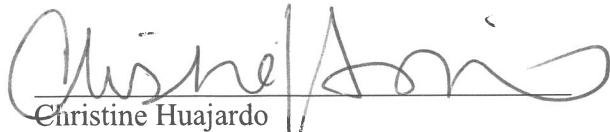
District administration recommends all of our sites continue to engage in a rigorous process of continuous improvement where results are documented over time and shared with the Board and community. However, we are recommending that we do not follow the strict parameters as presented in SPSA and, instead, develop a process that is more suited to our needs and is connected to our strategic directions. A first reading of the revisions was held at the May 17, 2022 board meeting.

**RECOMMENDATION:** Administrative recommends approval of revisions to BP/AR 0420 School Plans/Site Councils.

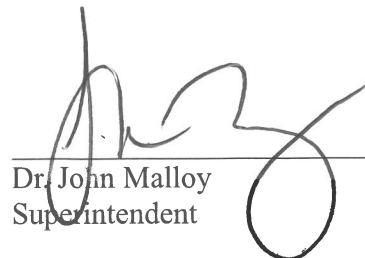
**BUDGET IMPLICATIONS:** None



Debbie Petish  
Executive Director



Christine Huajardo  
Assistant Superintendent



Dr. John Malloy  
Superintendent

12.12

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:** JUNE 7, 2022

**TOPIC:** ADOPTION 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.

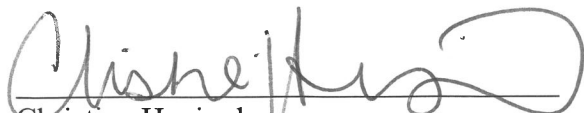
*My Family is From Different Places* will be read in all the ELA/SEL general education classrooms as part of Monthly Learnings read alouds.

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

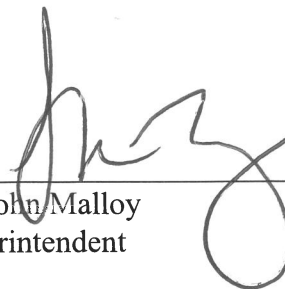
**BUDGET IMPLICATIONS:** District Instructional Material funds and/or site donations will be used to purchase these books.



Debra Petish  
Executive Director  
Curriculum & Instruction



Christine Huajardo  
Assistant Superintendent  
Educational Services



Dr. John Malloy  
Superintendent

Adoption of Textbooks, June 7, 2022, continued:

*A Different Pond, A House for Everyone, A Normal Pig, 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

## Adoption of Textbooks, June 7, 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



<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

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

<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: JUNE 7, 2022**

**TOPIC: PREVIEW OF TEXTBOOKS**

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

<i>Amari and the Night Brothers</i>	B.B. Alston Balzar + Bray Copyright 2021	All Elementary Schools Grade K-5	\$14.99
<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.

*Amari and the Night Brothers*, *New From Here* and *Other Words For Home*, 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.

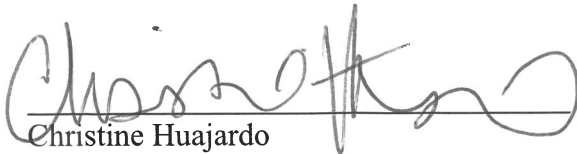
District Policy 6161.1 requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that these textbooks will be on display in the Educational Services Department (Building D) from June 7, 2022 through June 14, 2022. These textbooks will be presented to the School Board on June 14, 2022 for adoption.

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

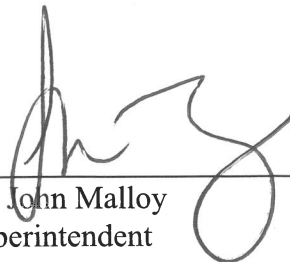
**BUDGET IMPLICATIONS:** District Instructional Material funds and/or site donations will be used to purchase these books.



Debra Petish  
Executive Director  
Curriculum & Instruction



Christine Huajardo  
Assistant Superintendent  
Educational Services



Dr. John Malloy  
Superintendent

12.14

<i>New From Here</i>	Kelly Yang Scholastic Copyright 2021	All Elementary Schools Grade TK-5	\$19.99
<i>Other Words From Home</i>	Jasmine Warga Balzar + Bray Copyright 2019	All Elementary Schools Grade TK-5	\$16.99
<i>Here We Are: American Dreams, American Nightmares</i>	Aarti Shahani Celadon Books Copyright 2019	All High Schools Grade 10	\$13.11

*Here We Are: American Dreams, American Nightmares* is an inspirational memoir that will be supplemental reading to the 10th grade English curriculum.

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.

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

**DATE:** June 7, 2022

**TOPIC:** CONSIDERATION OF APPROVAL OF BID AWARD FOR GALE RANCH  
MIDDLE SCHOOL SIDEWALK REPLACEMENT PROJECT

**DISCUSSION:** On May 10, 2022 the District received and publicly opened a bid for the Gale Ranch Middle School Sidewalk Replacement Project. The bid result is listed below.


<b>Bid #881</b>			
<b>Contractor</b>	<b>Base Bid</b>	<b>10% Contingency</b>	<b>Total Not to Exceed</b>
American Asphalt Repair & Resurfacing Co., Inc	194,425.00	19,442.50	213,867.50

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

- American Asphalt Repair & Resurfacing Co., Inc, for a total not-to-exceed amount of \$213,867.50.

**BUDGET IMPLICATIONS:** As shown above – Local Building Fund

  
\_\_\_\_\_  
Craig Cesco  
Director, Maintenance & Grounds

  
\_\_\_\_\_  
Daniel Hillman  
Chief Business Office

  
\_\_\_\_\_  
Dr. John Malloy  
Superintendent

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

**DATE:** June 7, 2022

**TOPIC:** **CONSIDERATION OF APPROVAL OF NEW AND REVISED  
MANAGEMENT JOB DESCRIPTIONS FOR CHILD NUTRITION  
SERVICES AND EDUCATIONAL SERVICES**

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**DISCUSSION:**

The impacts of AB 130 (Universal Meals) and the introduction and expansion of “scratch” cooking across the District necessitate some restructuring of leadership and management within the Child Nutrition Department. This restructuring includes the elimination of the Child Nutrition Area Supervisor/Procurement & Logistics Specialist classification, revisions to the Child Nutrition Area Supervisor and Nutritionist classifications, and the addition of a Chef to the management staffing within the Child Nutrition Department.

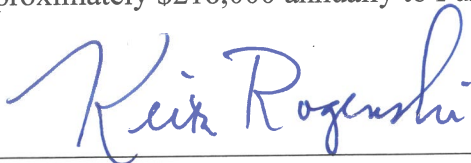
Additionally, the increased scope of responsibilities for school site oversight / supervision and the increased supervision and evaluation of personnel assigned to the Director II, Educational Equity warrant revisions to the job description and reclassification of the position to Director I beginning in the 2022-2023 school year.

**RECOMMENDATION:**

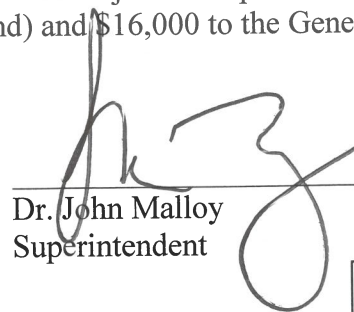
Approve the new job description for Chef and the revised job descriptions for Child Nutrition Area Supervisor, Nutritionist and Director II, Educational Equity as presented for implementation effective July 1, 2022.

**BUDGET IMPLICATIONS:**

The increased costs associated with the addition / revisions of these job descriptions is approximately \$218,000 annually to Fund 13 (Cafeteria fund) and \$16,000 to the General Fund.



Keith Rogenski  
Assistant Superintendent  
Human Resources



Dr. John Malloy  
Superintendent

Item Number

**12.16**



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

129 of 143

<b>TITLE:</b>	Child Nutrition Area Supervisor	<b>REPORTS TO:</b>	Assigned Supervisor
<b>DEPARTMENT:</b>	Business Services	<b>CLASSIFICATION:</b>	Classified Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	225 Days
<b>BOARD APPROVAL:</b>	<u>Requested June 7, 2022</u>	<b>SALARY:</b>	Tier IV Management Salary Schedule – Range – <u>M</u>

**SUMMARY:** Under the general direction of an assigned supervisor this position assists in planning, coordinating, and supervising the food services operations of an assigned group of schools; conducts a food service training program for food services personnel; and performs related work as required. May also ~~plan and organize~~ assist with various menu planning activities, nutritional analysis of menus, and recipe development.

**REPRESENTATIVE DUTIES:** Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

**Essential Duty = E**

Assists in planning, organizing, ordering, purchasing and coordinating delivery of inventory to school site kitchens. **E**

Monitors, observes, and evaluates meal production methods, such as from-scratch recipes, to ensure meals are produced and served according to department standards and guidelines. E

Establishes operational plans to meet department's culinary goals and objectives, implements processes, procedures and policies required to achieve overall department performance results. E

Monitors, observes, conducts surveys and audits at site kitchens to assure compliance with federal, state, county, and district laws, regulations, policies, procedures, directives and contracts concerning food service. **E**

Assists in the production and cost control of the district's food service program; makes recommendations to improve overall program quality **E**

Assists in planning and selecting menus; determining quantities of food to be produced for serving locations; determining food and supplies requirements, and control over distribution and inventories. **E**

Responsible for accurate meal claim reporting and the monitoring of food service expenses; assists in approval of free and reduced price lunch applications. **E**

Reviews, assesses, and maintains daily operational data including meal participation and financial records for assigned serving locations; analyzes data and prepares a variety of administrative and auditable reports. **E**

Monitors sanitation and food quality of area sites for compliance with district policy and health and sanitation requirements. **E**

Participates in the interview and selection process of new employees; makes recommendations concerning staffing. **E**

Assists in training, orienting and observation of new food service employees. **E**

Assists in developing and implementing ongoing training for food service employees. **E**

Assists with the design, preparation, and maintenance of a wide variety of operations manuals. **E**

Assists in resolving food service problems at the school site. **E**

Makes recommendations for improvements in the food service program. **E**

Assists with marketing and education activity plans. **E**

Assists in the development and implementation of computer programs. **E**

Attends meetings and workshops. **E**

Supervises, trains and evaluates the performance of assigned personnel. **E**

~~Other~~ **Performs other** related duties as assigned.

### **MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

### **EDUCATION AND EXPERIENCE:**

Specialized training in nutrition or food services, three years increasingly responsible experience in food service production, preparation of a-la-carte menus, and preparation of food in large quantities including at least two years supervisory or lead experience. Two years of culinary certificate or equivalent, preparation of scratch made menus preferred.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License; Valid Food Safety Certificate.

**TECHNOLOGY EQUIPMENT AND TOOL SKILLS:** Proficient ability to use a personal computer and use standard software and databases specific to the District (such as Point of Sale Food Service Management Software, Infinite Campus), Internet, and Microsoft Outlook. Ability to use telephone, facsimile machine, copy machine, printers, scanning devices, calculator and general office equipment. Applicable knowledge of computer software programs for data storage and retrieval, web page/menu information, word processing, spreadsheets, scheduling and calendar management, data management and complex calculations.

**KNOWLEDGE, SKILLS, AND ABILITIES:** The requirements listed below are representative of the knowledge, skill, and/or ability required.

### **KNOWLEDGE OF:**

Ordering, purchasing, inventory practices and procedures;  
Federal and State laws and regulations relating to the school lunch and breakfast programs;  
Management and supervisory principles and practices;  
Financial record keeping principles and practices;  
Office practices and procedures;  
Computer applications.

### **ABILITY TO:**

Meet District standards of professional attitude as outlined in Board Policy E-4219.21, Code of Ethics for Classified Employees.  
Plan, organize, coordinate, and supervise a large complex food service program;  
Learn and keep current on sanitation and health laws and regulations;  
Learn and keep current on methods and practices in large-scale food operations;

Analyze problems and recommend solutions;  
Supervise and evaluate the work of others;  
Speak and write effectively;  
Work cooperatively with school employees, food service staff members, students and parents.

**LANGUAGE SKILLS:**

Ability to read, write, hear, and speak in English. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals including policies and procedures and equipment manuals; to write routine draft instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

**PHYSICAL DEMANDS & WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Office and school site environment; driving a vehicle to conduct work.

**PHYSICAL ABILITIES:**

Dexterity of hands and fingers to operate a computer keyboard and other department related tools and equipment; and view computer monitors; hearing and speaking to exchange information in person, on the telephone and to make presentations; lifting moderately heavy objects (up to 35 pounds);; sitting or standing for extended periods of time; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store supplies

**HAZARDS:**

Heat from ovens, stoves, steamers, etc.; exposure to very hot foods, oils and liquids, equipment and metal objects; working around knives or other sharp objects.

**OTHER QUALIFICATIONS:**

Must successfully pass the District's pre-employment fingerprinting, ~~and~~ TB testing, and mandated training.

**APPROVALS:**

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**Keith Rogenski**  
Assistant Superintendent, Human Resources

Date

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**John Malloy, Ed.D.**  
Superintendent

Date

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	<del>Child Nutrition Supervisor, Nutritionist</del>	<b>REPORTS TO:</b>	Assigned Supervisor
<b>DEPARTMENT:</b>	Business Services	<b>CLASSIFICATION:</b>	Classified Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	225 Days
<b>BOARD APPROVAL:</b>	<u>Requested June 7, 2022</u>	<b>SALARY:</b>	Tier IV Management Salary Schedule – Range - M

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**SUMMARY:** Under the general direction of an assigned supervisor, ~~this position~~ **the Nutritionist** assists in developing plans and procedures for carrying out the established philosophy, policies and procedures of the Child Nutrition program. Duties include the assessment of the effectiveness of practices and the efficiency with which they are enacted, executed and include making suggestions for improvement. Serves as a nutrition education resource, coordinates nutritional analysis of all meals, implements promotions and nutrition education as part of the school curriculum and provides training for Child Nutrition employees.

**REPRESENTATIVE DUTIES:** Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

**Essential Duty = E**

- Provides technical assistance to ~~director~~ **Director**, school managers, and staff to implement program goals and objectives. **E**
- Knows, understands, and assists in implementing the requirements of the Child Nutrition Program. **E**
- Assists in planning menus to ensure that all meals served meet USDA standards. **E**
- Provides standardized recipes for quality and quantity production and program control. **E**
- Trains, supervises, and evaluates the performance of assigned staff and interns. **E**
- Reviews cost and usage of material, foods, labor, capital and fiscal policies and procedures in individual schools. **E**
- Participates in the free and reduced price meal applications and collection procedures process. **E**
- Conducts nutritional analysis of menus; determines quantities of food to be produced for serving locations; determines food and supplies requirements, and exercises control over distribution and inventories. **E**
- Collaborates closely with culinary management team to ensure menus meets Federal, State, and SRVUSD District specific nutritional standards. **E**
- Communicates with the ~~director~~ **Director** on a ~~continual~~ an ongoing basis the findings, problems and successes observed in individual schools and documents findings. **E**
- Assists in developing and implementing professional growth and certification activities for staff by providing appropriate training activities. **E**
- Implements staffing and performance standards for all personnel. **E**
- Plans and conducts new employee orientation for the department. **E**

Interprets personnel policies and procedures to school managers and staff. **E**

Supervises and assists in the management of accurate department personnel data. **E**

Provides direct assistance to the cafeteria managers, leads, and other Child Nutrition ~~site~~ site-based staff. **E**

Provides on-the-job training in work scheduling, equipment use and care, food production, nutrition, sanitation, storage, recordkeeping, nutrition education, procurement, and human relations. **E**

Monitors working conditions in all facilities and recommends methods for increasing efficiency. **E**

Participates in hiring, disciplining and evaluating employees. **E**

Assists in planning and conducting staff meetings and workshops for food service personnel. **E**

Procures foods and supplies following established procedures. **E**

Develops descriptions for foods and supplies according to federal, state and local regulations. **E**

Designs measures for sampling and evaluating foods and supplies. **E**

Works directly with vendors and managers evaluating price and quality of food and supplies. **E**

Recommends space utilization requirements in accordance with food production system. **E**

Assists in planning physical layout of foodservice facilities. **E**

Determines specifications for purchase of equipment. **E**

Provides for equipment maintenance and repair. **E**

Complies with federal, state and local safety and sanitation regulations. **E**

Establishes safety standards for individual schools. **E**

Implements an ongoing training staff program to keep staff constantly aware of all safety rules, regulations, and first aid practices. **E**

Establishes emergency and accident procedures for staff. **E**

Facilitates the development of basic procedures, including work schedules to be followed in cleaning and sanitizing equipment and work areas. **E**

Attends meetings and workshops/conferences as assigned. **E**

Supervises, trains and evaluates the performance of assigned personnel. **E**

~~Other~~ Performs other related duties as assigned.

### **MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to college degree in dietetics or nutrition or closely related field to food service and three years of administrative or supervisory experience in school food service, hospital food service, institutional or contract food service programs, or restaurant management. Additional qualifying experience may be substituted on a year for year basis for the college requirement.

Status as a Registered Dietitian with the American Dietetic Association and/or Certification as a Director of Food Services from the School Food Service Foundation preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License; Valid Food Safety Certificate

**TECHNOLOGY EQUIPMENT AND TOOL SKILLS:** Proficient ability to use a personal computer and use standard business software (such as Microsoft Office) and databases specific to the District (Point of Sale Food Service Management Software, Infinite Campus), Internet, Microsoft Outlook, and Google Suite. Ability to use telephone, facsimile machine, copy machine, printers, scanning devices, calculator and general office equipment. Applicable knowledge of computer software programs for data storage and retrieval, web page/menu information, word processing, spreadsheets, scheduling and calendar management, data management and complex calculations.

**KNOWLEDGE, SKILLS, AND ABILITIES:** The requirements listed below are representative of the knowledge, skill, and/or ability required.

**KNOWLEDGE OF:**

Procedures and equipment used in preparing, cooking and serving food in large quantities;  
Food values, proper food combinations, and economical substitutions;  
Factors involved in menu planning;  
Accounting records of a school cafeteria system;  
Principles and methods of training and supervision;  
Food service facilities.

**ABILITY TO:**

Meet District standards of professional attitude as outlined in Board Policy E-4219.21, Code of Ethics for Classified Employees.  
Prepare menus affording a balanced diet;  
Supervise the operation of all phases of cafeteria operation;  
Examine bids for food contracts and determine the most advantageous bids in terms of quality and cost;  
Determine labor, materials, and overhead cost in a cafeteria;  
Select, train, and supervise cafeteria personnel;  
Maintain cooperative relationships with fellow employees and the general public.

**LANGUAGE SKILLS:**

Ability to read, write, hear, and speak in English. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals including policies and procedures and equipment manuals; to write routine draft instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

**PHYSICAL DEMANDS & WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Office and school site environment; driving a vehicle to conduct work.

**PHYSICAL ABILITIES:**

Dexterity of hands and fingers to operate a computer keyboard and other department related tools and equipment; and view computer monitors; hearing and speaking to exchange information in person, on the telephone and to make presentations; lifting moderately heavy objects; sitting or standing for extended periods of time; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store supplies

**HAZARDS:**

Heat from ovens, stoves, steamers, etc.; exposure to very hot foods, oils and liquids, equipment and metal objects; working around knives or other sharp objects.

**OTHER QUALIFICATIONS:**

Must successfully pass the District's pre-employment fingerprinting, ~~and TB testing,~~ **and mandated training.**

**APPROVALS:**

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**Keith Rogenski**

Assistant Superintendent, Human Resources

Date

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**John Malloy, Ed.D.**

Superintendent

Date

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Chef	<b>REPORTS TO:</b>	Assigned Supervisor
<b>DEPARTMENT:</b>	Child Nutrition	<b>CLASSIFICATION:</b>	Classified Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	225 Days
<b>BOARD APPROVAL:</b>	Requested June 7, 2022	<b>SALARY:</b>	Tier IV Management Salary Schedule – Range - J

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**SUMMARY:** Under the direction of the assigned supervisor, the Chef is responsible for the development, planning and execution of menus and recipes for food service for the San Ramon Valley Unified School District. The Chef creates procurement protocols that align with the District’s nutritional standards and works in concert with the Child Nutrition Area Supervisors to supervise the school site kitchens. The Chef works closely with the Child Nutrition Management team to develop, implement and lead pilot programs in accordance with the District’s *School Meal Experience* strategic plan.

**REPRESENTATIVE DUTIES:** Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

**Essential Duty = E**

Plans the District’s food service culinary activities including daily production and service, planning menus, developing recipes, and planning and implementing effective procurement. **E**

Develops a from-scratch cooking program utilizing fresh ingredients. **E**

Consults on kitchen layout and design, menus, sourcing and procurement, and systems needed in order to execute a positive meal program experience for customers. **E**

Plans cycle menu with standardized recipes for breakfast, lunch, snack and catering, and partners with appropriate staff to ensure compliance with USDA and CDE rules and regulations and the District’s nutrition policy. **E**

Supervises and works closely with staff to coordinate food service inventory protocols and control, food safety protocols, efficient kitchen operations, and assures that prepared food complies with quality, freshness, appearance and portion control standards. **E**

Creates kitchen protocols to ensure Child Nutrition menu requirements, efficient operating timelines, and standardized recipes. **E**

Plans and manages Commodity program to comply with the District’s nutritional standards. **E**

Creates protocols for the cooking, assembly, packaging, preparation, heating, transport, distribution and serving of entrees, side dishes, beverages, desserts, fruits, vegetables and other breakfast and lunch items. **E**

Plans, organizes and directs the set-up and stocking of food service areas. **E**

Coordinates and directs quality and portion control programs and kitchen and food service activities of school sites and kitchen operations; develops and maintains procedural manuals, recipes and other materials. **E**

Provides input on kitchen design standards including equipment and small wares. **E**



Assists the Director with budget development and preparation for the Department; reviews and evaluates budgetary and financial data; assists in controlling expenditures in compliance with established limitations. **E**

Assures culinary offerings are aligned with current industry trends and are culturally relevant to customers. **E**

Coordinates and participates with families and community-based nutrition organizations and government agencies to ensure high nutritional and operational standards. **E**

Assists with the implementation of the District's school meal strategic plan. **E**

Assists in the development and implementation of applicable computer programs. **E**

Attends meetings, workshops, and conferences as assigned. **E**

Supervises, trains and evaluates the performance of assigned personnel. **E**

Performs other related duties as assigned.

### **MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

### **TRAINING, EDUCATION AND EXPERIENCE:**

Any combination of education and experience equivalent to: Bachelor's degree in business, nutrition, hospitality or related field from an accredited college or university and three years' professional-level increasingly responsible experience cooking and baking from scratch, menu planning, food procurement or similar experiences, preferably in a school or institutional setting. Supervision of a large-scale food service operation, procurement and/or inventory control is required.

Experience in management of school district food service operations and activities including the preparation, serving, distribution and selling of food items is preferred.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License; Valid Food Safety Certificate

### **TECHNOLOGY, EQUIPMENT AND TOOL SKILLS:**

Proficient ability to use a personal computer; software and databases specific to the District, Internet, and relevant online applications. Knowledge of and ability to proficiently use contemporary software applications and online resources applicable to K-12 food service/child nutrition programs. Ability to proficiently use modern office equipment and communications devices.

**KNOWLEDGE, SKILLS AND ABILITIES: The requirements listed below are representative of the knowledge, skill and/or ability required.**

### **KNOWLEDGE OF:**

Buy American Provision.

Hazard Analysis Critical Control Point program (HACCP).

General principles, theories and practices of child nutrition, food values, food combinations, economical substitutions and menu planning.

Quality and portion control techniques.

Technical aspects of researching, analyzing data, making determinations, comparing and purchasing groceries, packaging materials, chemicals, equipment, vehicles and services.

Methods and procedures used in the purchasing of groceries, packaging materials, chemicals, equipment, furniture and services including applicable laws.

Methods and procedures used to maintain inventory of groceries, packaging materials, chemicals, equipment, furniture and services including applicable laws.

Vendors and sources of groceries, packaging materials, chemicals, equipment, furniture and services commonly used in school food service programs.

Highly complex and specialized procedures and computer software systems, procurement processes, negotiation skills, perpetual and periodic inventory procedures and written specifications and reports; record keeping techniques.

Preparation, solicitation and evaluation of bid specifications, request for proposals, contracts and awards.

Proper usage of the English language including written and verbal communication, grammar, spelling and punctuation; telephone etiquette; email etiquette.

Interpersonal skills using tact, patience and courtesy; developing effective relationships with others.

District policies, applicable sections of the State Education Code, United States Department of Agriculture procurement regulations specifically related to School Nutrition programs, Buy American Provision and Open and Free Competition requirements; other laws and regulations specifically related to procurement policies and procedures.

#### **ABILITY TO:**

Meet District standards of professional attitude as outlined in Board Policy E-4219.21, Code of Ethics for Classified Employees.

Plan, organize, coordinate, and supervise a large complex food service program.

Keep current on sanitation and health laws and regulations.

Keep abreast of methods and practices in large-scale food operations.

Analyze problems and recommend solutions.

Perform a variety of complex technical duties involving specialized knowledge and independent judgment.

Exercise sound judgment in the purchase of groceries, packaging materials, chemicals, equipment, furniture and services.

Prepare and write bid specifications, requests for proposals, requests for bids and contracts.

Explain and apply policies, practices and terminology used in the procurement of groceries, packaging materials, chemicals, equipment, furniture, vehicles and services.

Communicate clearly; understand and interpret district and other rules, regulations, policies, procedures and laws

Understand and follow oral and written directions.

Operate a computer, related software and other office equipment; organize, coordinate and prioritize computer generated materials and activities.

Maintain records; prepare reports related to assigned activities.

Establish and maintain strong working relationships.

Work cooperatively with others; work independently or as part of a team.

Complete work accurately; meet schedules and timelines; work with frequent interruptions; manage multiple projects simultaneously.

Analyze situations accurately and take appropriate action.

Supervise and evaluate the work of others.

Perform other related duties as required.

#### **LANGUAGE SKILLS:**

Ability to read, write and speak in English. Ability to read and interpret documents such as safety rules and regulations, operating and maintenance instructions and procedure manuals, including policies and procedures and equipment manuals; to write complex and detailed instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

**PHYSICAL DEMANDS AND WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential function of this job and must be met by the employee to successfully perform the essential function of

the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Office, kitchen, and diverse school site environments with varied noise levels, fast-pace work and frequent interruptions.

Must drive a vehicle to conduct work.

**PHYSICAL ABILITIES:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to/in excess of 30 pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone.

**HAZARDS:**

Heat from ovens, stoves, steamers, etc.; exposure to very hot foods, oils and liquids, equipment and metal objects; working around knives or other sharp objects.

**OTHER QUALIFICATIONS:**

Must successfully pass the District's pre-employment fingerprinting, TB testing and mandated training.

**APPROVALS:**

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**Keith Rogenski**  
Assistant Superintendent, Human Resources

Date

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**John Malloy, Ed.D.**  
Superintendent

Date

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	<b>Director H I, Educational Equity</b>	<b>REPORTS TO:</b>	<b>Assigned Administrator</b>
<b>DEPARTMENT:</b>	<b>Educational Services</b>	<b>CLASSIFICATION:</b>	<b>Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR:</b>	<b>225 Days</b>
<b>BOARD APPROVAL:</b>	<b><u>March 30, 2021</u> <u>Requested 6-7-22</u></b>	<b>SALARY:</b>	<b>Range <del>D1</del> A1/Tier IV Management Salary Schedule</b>

**SUMMARY DEFINITION:**

Guide, facilitate, direct and lead activities and initiatives that promote inclusion, equity, access and an acceptance and appreciation for diversity throughout the District; organize and implement training and professional development programs which promote cultural competence and understanding and support a climate of equity and inclusion; support the evaluation and development of curriculum, practices and procedures to inform decision-making and change which promotes equity, access and inclusion; and provide guidance and leadership in addressing, resolving and remedying issues and incidents involving issues of racism, discrimination, and other forms of inequity.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)**

**E = Essential Functions**

Guide, facilitate, direct and lead activities and initiatives that promote inclusion, equity, access and an acceptance and appreciation for diversity among all District stakeholders. **E**

Provide input, guidance and leadership in the evaluation and development of curriculum and student support systems which promote acceptance, access, equity and inclusion and combat issues of racism, discrimination and other forms of inequity. **E**

Collaborate with District and site-level administrators to examine and evaluate existing practices, procedures and protocols for their impact in supporting inclusion, access and equity; provide information, guidance, and support in revising and designing alternative practices and implementing solutions which enhance and improve outcomes for all stakeholders. **E**

Plan, develop, organize and implement districtwide and site-based training and professional development for staff members, students, and other stakeholders which promote cultural competence and understanding and a climate of equity and inclusion. **E**

Advise, guide and assist District and site-based leaders, staff, students and/or parents and community members in responding to, addressing, and designing and implementing corrective and restorative resolutions when discriminatory, racist and/or hate-based incidents occur; assist in the process of investigating and responding to complaints as requested. **E**

Plan, guide, and advise District and site leaders, staff, and other constituencies and respond to inquiries about matters involving diversity, equity and inclusion. **E**

Develop partnerships with city and town representatives, local educational agencies, and other outside groups and constituencies, effectively representing the District, to promote, support, and strengthen the equity work in which it is engaged. **E**

Chair, facilitate, attend and/or serve on various District ad hoc and standing committees to support and inform its work and promote participant discussion and decision-making through an equity lens. **E**

Attend Executive Cabinet, Cabinet, Department-specific, Board of Education, and/or administrative meetings as requested to advise, present, share information, solicit input, give direction, and/or guide decisions which will promote equity, access, and inclusion and support the District's strategic plan and initiatives. **E**

**Supervises assigned schools, coaches, teachers on special assignment, and evaluates site administrators. E**

Prepare and present written and/or oral reports as requested for the Board of Education, the Superintendent, District management and other constituencies documenting established goals, evaluation of work and progress in achieving them, and recommendations, priorities, and goals for building upon accomplishments moving forward. E

Establish and maintain a positive climate of interaction, communication, and collaboration among superiors and colleagues, with District and site staff, students and families, and other stakeholders in promoting equity, access and inclusion across the District. E

Remain current and informed about contemporary research in and best practices for promoting and achieving educational equity, access and inclusion by attending conferences and workshops, reading professional literature, joining professional associations, taking courses, and establishing and maintaining professional networks. E

Performs related duties as assigned.

**MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: Bachelor's degree and professional experience designing, facilitating, and/or leading equity work in a K-12 educational setting at a school site and/or organizational level. Possession of California teaching/service credentials and administrative credential required. Specific training/coursework or experience in interpersonal communication and relations, organizational behavior, racial/social justice, restorative practices, culturally understanding and sensitivity, and/or conflict mediation and resolution is preferred.

**LICENSES AND OTHER REQUIREMENTS:** Valid California Driver's License.

**TECHNOLOGY EQUIPMENT AND TOOL SKILLS:**

Proficient ability in using a personal computer, the Internet, modern office equipment, and District software systems for word processing, communication, preparing and delivering presentations, scheduling and other needed applications in the course and scope of work is required.

**KNOWLEDGE, SKILLS, AND ABILITIES:** The requirements listed below are representative of the knowledge, skill, and/or ability required to perform the essential duties of the position.

**Knowledge of:**

Diverse racial, ethnic, and cultural backgrounds and experiences.  
 Gender identification, stereotyping and discrimination, sexual orientation and identification.  
 Effective pedagogical strategies for promoting equity, inclusion, and acceptance of diversity.  
 Curriculum development, selection and implementation.  
 Contemporary leadership skills and group facilitation practices.  
 Strategies and methods for planning and implementing system-wide change.  
 Contemporary practices for effective professional development and training.  
 Adult learning theory and practices.  
 Strategies for facilitating and engaging in difficult conversations.  
 Practices for mediating and resolving conflict.  
 State and federal laws, regulations, and codes pertaining to K-12 education.  
 School district organization, operations, policies, and objectives.  
 Oral and written communication skills.  
 Interpersonal skills using tact, patience, and courtesy.

**Ability to:**

- Listen empathetically to identify and understand direct and indirect messages and perspectives.
- Convey and explain concepts and perspectives in a factual, respectful, and unbiased manner.
- Analyze situations and generate solutions to complex problems and issues.
- Lead, facilitate and engage in difficult conversations involving sensitive and emotional topics.
- Plan, design, organize and deliver effective professional development programs.
- Manage and complete multiple projects and assignments with little direction and supervision.
- Establish trust and collaborate effectively with administrators, employees, students, parents and community members.
- Communicate orally and in writing effectively and to various audiences.
- Demonstrate initiative and function effectively as part of a team.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Operate a computer and related District technology platforms and software.
- Professionally and respectfully represent the District at all times.
- Meet District standards of professional conduct.

**PHYSICAL DEMANDS & WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Office environment; drive a vehicle among various sites within and outside the District to conduct work.

**Physical Abilities:**

Hear and speak to make presentations and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer; see to read and prepare documents and reports and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift moderate to heavy objects.

**OTHER QUALIFICATIONS:**

Must successfully pass the District's pre-employment background and tuberculosis clearances and District mandated trainings.

**APPROVALS:**

\_\_\_\_\_  
Keith Rogenski, Assistant Superintendent, Human Resources

\_\_\_\_\_  
Date

\_\_\_\_\_  
John Malloy, Ed.D., Superintendent

\_\_\_\_\_  
Date

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

**DATE: JUNE 7, 2022**

**TOPIC: CONSIDERATION OF APPROVAL OF BID AWARD FOR SECURITY CAMERA INSTALLATION VARIOUS SITES, PHASE 1 – DYNAMIC SECURITY TECHNOLOGIES, INC.**

**DISCUSSION:** On May 26, 2022 the District received and publicly opened bids for the Security Camera Installation Various Sites, Phase 1. The bid results are listed below.

<b>BID #883</b>			
<b>Contractor</b>	<b>Base Bid</b>	<b>10% Contingency</b>	<b>Total Not to Exceed</b>
Dynamic Security technologies, Inc.	\$95,581.79	\$9,558.18	\$105,139.97
CDW Government LLC	\$263,900.00		
Bockmon & Woody Electric Co., Inc.	\$795,925.00		

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

- Dynamic Security Technologies, Inc. for a total not-to-exceed amount of \$105,139.97.

**BUDGET IMPLICATIONS:** As shown above – Measure D Fund

  
 Erin Hirst  
 Director, Facilities

  
 Daniel Hillman  
 Chief Business Office

  
 Dr. John Malloy  
 Superintendent

**12.17**

Item Number