

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



BOARD OF EDUCATION MEETING AGENDA
February 9, 2021



5:30PM Closed Session

Ken Mintz, Vice-President
Rachel Hurd, Clerk

Susanna Ordway, President

7:00PM Open Session

Laura Bratt, Member
Shelley Clark, Member

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

NOTICE: Pursuant to Executive Order of the Governor, and in order to adhere as closely as possible to the Order of the Health Officer of Contra Costa County, the Board meeting will not be open to personal attendance to the public. The meeting will be live-streamed at the following link: https://www.srvusd.net/district/board_meetings and on our YouTube channel at SRVUSD Board. Any individuals with disabilities requesting reasonable accommodation or modification of the meeting procedure so as to be able to watch the live-stream of the Board meeting may contact Cindy Fischer at cfischer@srvusd.net.

Public Comment: Individuals who wish to address the Board of Education are asked to join the virtual meeting via the Zoom link that can be accessed from the Quicklinks on the homepage of the SRVUSD website. Further direction on how to address the Board during a meeting can be found [here](#). If you are speaking on a particular agenda item, the Board President will recognize you to speak at the time the item is being considered during the meeting. If you are not speaking on a particular agenda item, the Board President will recognize you under the Non-agenda Public Comment portion of the meeting.

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

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

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

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

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

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



**CLOSED SESSION
VIRTUAL
February 9, 2021
5:30PM**

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

Adjournment to Closed Session

- 4.0 Closed Session Agenda**
 - 4.1 Conference with Legal Counsel – Anticipated Litigation**
(Initiation of litigation pursuant to Gov. Code section 54956.9 (d)(2)
 - a) one case
 - 4.2 Conference with Labor Negotiator – Agency Keith Rogenski**
Assistant Superintendent Human Resources
 - a) SRVEA, CSEA, SEIU

Adjournment



**OPEN SESSION
Board Rooms
February 9, 2021
7:00PM**

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

- 5.0 Pledge of Allegiance/Attendance**
- 6.0 Report of Actions Taken in Closed Session**
- 7.0 Acceptance of Minutes**
 - 7.1 Minutes of January 25, 2021 **Action**
 - 7.2 Minutes of January 26, 2021 **Action**
- 8.0 Agenda Approval and Consent Action**
 - 8.1 Acceptance of Open Session Agenda **Action**
 - 8.2 Approval of Consent Agenda **Action**
- 9.0 Reports to the Board**
 - 9.1 African American History Month (February) **Oral**
 - 9.2 Public Comment for Non-Agenda Items (Comments Limited to Three Minutes) **Oral**
 - 9.3 Association Presidents' Comments **Oral**
- 10.0 Action Items/Public Hearings**
 - 10.1 Report, Review and Action Related to Reopening Schools **Enclosure Action**
(Malloy)
 - 10.2 Proposed Process to Develop New Strategic Directions and Renew our Mission Statement for the San Ramon Valley Unified School District **Enclosure Action**
(Malloy)
 - 10.3 Consideration of Approval of Three New Course Proposals – Introduction to Data Science; My Story, Your Story, Hxrstory: Interdisciplinary Ethnic Studies with Emphasis on Media Literacy and the California Perspective; XR for Social Good **Enclosure Action**
(Huajardo)
- 11.0 Consent Items**
 - 11.1 Consideration of Approval of Certificated Personnel Changes **Enclosure Consent**

- | | | |
|-------|--|-----------------------------|
| 11.2 | Consideration of Approval of Classified Personnel Changes | Enclosure
Consent |
| 11.3 | Ratification of Warrants | Enclosure
Consent |
| 11.4 | Declaration of Surplus Property | Enclosure
Consent |
| 11.5 | Consideration of Approval of Contacts/Purchases over \$50,000 | Enclosure
Consent |
| 11.6 | Consideration of Acceptance of Donation from Community Member | Enclosure
Consent |
| 11.7 | Consideration of Adoption of Resolution #48/20-21, Approving the Twin Creeks Elementary School Classroom Modernization Project Authorizing California Environmental Quality Act Notice of Exemption | Enclosure
Consent |
| 11.8 | Consideration of Adoption of Resolution #49/20-21, Approving the California High School Kitchen Renovation, Freezer Addition and Loading Zone Project Authorizing California Environmental Quality Act Notice of Exemption | Enclosure
Consent |
| 11.9 | Consideration of Approval of Bid Award for Charlotte Wood Middle School Modernization | Enclosure
Consent |
| 11.10 | Consideration of Approval of Revisions to the Measure D Master Program Budget | Enclosure
Consent |
| 11.11 | Preview of Textbooks | Enclosure
Consent |
| 11.12 | Consideration of Approval of a New Position and Job Description for Manager of Data Systems | Enclosure
Consent |
| 11.13 | Consideration of Approval of COVID Testing for Staff and Students with CUUR Diagnostics and Valencia Branch Laboratory | Enclosure
Consent |
| 11.14 | Consideration of Adoption of Resolution No. 46/20-21, for Authorization to Participate in the Carl Moyer Memorial Air Quality Standards Attainment Program for School Bus Replacement Grant | Enclosure
Consent |

12.0 Administrative Matters

- 12.1 Board Members' Reports
- 12.2 Superintendent's Report

Adjournment

BOARD OF EDUCATION WORKSHOP - VIRTUAL
January 25, 2021
MINUTES

The video from this meeting can be found on the District website at www.srvusd.net.

The audio timestamp associated with the agenda item is noted under the title – *there is no audio from this meeting*.

Pursuant to the executive order of the Governor and in order to adhere as closely as possible to the order of the Health Officer of Contra Costa County, the Board meeting was closed to personal attendance.

- 1.0 Call to Order** The Board of Education held a Board workshop at the Education Center. The meeting was called to order at 11:07AM.
- 2.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Laura Bratt and Shelley Clark

Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Christine Huajardo and Danny Hillman, Chief Business Officer Greg Medici, Director of Communications Sarah Lopez, Attorney Harold Freiman from Lozano Smith and Recording Secretary Cindy Fischer.
- 3.0 Acceptance of Workshop Agenda** On a motion by Ken Mintz seconded by Laura Bratt the workshop agenda was approved. (5/0)
- 4.0 Board Workshop**
- 4.1 Board Governance Workshop** Attorney Harold Freiman covered the topics of board roles and responsibilities and the Brown Act. A second workshop will be scheduled to cover remaining topics.
- 5.0 Public Comment** There was no public comment.
- Adjournment** The meeting was adjourned at 2:08PM

BOARD OF EDUCATION MEETING - VIRTUAL
January 26, 2021
MINUTES

The video from this meeting can be found on the District website at www.srvusd.net.

The audio timestamp associated with the agenda item is noted under the title – *there is no audio from this meeting*.

Pursuant to the executive order of the Governor and in order to adhere as closely as possible to the order of the Health Officer of Contra Costa County, the Board meeting was closed to personal attendance.

- 1.0 Call to Order** The Board of Education held its regular meeting at the Education Center. The meeting was called to order at 5:36PM.
- 2.0 Attendance** Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Laura Bratt and Shelley Clark
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Christine Huajardo and Danny Hillman, Chief Business Officer Greg Medici, Harold Freiman Attorney from Lozano Smith and Recording Secretary Cindy Fischer.
- 3.0 Acceptance of Closed Session Agenda and Public Comment** On a motion by Ken Mintz, 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 6:45PM.
- Open Session** Board President Susanna Ordway reconvened the meeting in open session at 7:04PM.
- 5.0 Pledge of Allegiance/Attendance** Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Shelley Clark and Laura Bratt
- Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Christine Huajardo and Danny Hillman, Chief Business Officer Greg Medici, Executive Director MaryAnn Frates, Directors Sarah Lopez, Amy Capurro, Chris George, Deb Petish, Greg Pitzer, Assistant Director Gregory Duran, Coordinators Jessica Coulson and Deanna Zappia.
- Others Present: Recording Secretary Cindy Fischer and 0 visitors attended.
- 6.0 Report of Action Taken in Closed Session** On a motion by Rachel Hurd seconded by Shelly Clark the following appointments were made. (5/0)
- Marissa Norris, Assistant Principal, Iron Horse Middle School – effective date to be determined.
Niki Chaplan, Assistant Principal at San Ramon Valley High School – effective date to be determined.
Leigh Gregory, Special Education Program Supervisor effective February 1, 2021.
- 7.0 Acceptance of Minutes** On a motion by Laura Bratt seconded by Rachel Hurd, the January 12, 2021 minutes were approved. (5/0)
- 8.0 Agenda Approval and Consent Action**
- 8.1 Acceptance of Open Session Agenda** On a motion by Ken Mintz seconded by Shelley Clark the open session agenda was approved. (5/0)
- 8.2 Approval of Consent Agenda** On a motion by Rachel Hurd seconded by Ken Mintz, the consent agenda was approved (5/0).

- 9.0 Reports to Board**
- 9.1 School Counseling Week (February 1-5)** Coordinator Jessica Coulson shared information about School Counseling Week.
- 9.2 Words Matter Week (February 1-5)** Coordinator Deanna Zappia shared information about Words Matter Week.
- 9.3 Public Comment for Non-Agenda Items** Public comment – Erica Townsend, Joan Cuenco, Anonymous, Christina Strong, Adrienne Cummings, Matthew Hoffman and Matt Rogers
- 9.4 Association Presidents’ Comments** CSEA President Tami Castelluccio
SRVEA Vice President Laura Finco
Public comment - Anonymous
- 10.0 Action Items/Public Hearings**
- 10.1 Review and Action Related to CDPH Guidance from January 14, 2021** Superintendent Malloy and Director Deb Petish shared the presentation and answered questions from the Board.
Public comment – Flora Londra, Helen, Nicole Horder, William Dong, Matt Rogers, Kristin Lineberry, Lima Cranford, Jen Juroff and Matthew Hoffman
- On a motion by Ken Mintz seconded by Rachel Hurd the Board voted to extend time to 11pm. (5/0)
- On a motion by Ken Mintz seconded by Laura Bratt the Board voted to accept staff’s recommendation to implement the next phase of our reopening plan that allows SRVUSD to: 1) Move into hybrid in-person instruction, in a staggered model by no more than one week in total, for preschool to 5th grade students, and Special Day classes at all grade levels, within their cohorts when CC County reaches 25 cases per 100,000 (for five days). 2) Provide specialized small groups after school and some cohorts during the school day while we are in the Purple Tier. Going forward, we will focus our efforts on our secondary students who are not able to return to campus while we are in the Purple Tier. 3) Negotiate impacts and effects of reopening as requested By San Ramon Valley Education Association (SRVEA). This recommendation is being made per the California Department of Public Health’s COVID-19 and Reopening In-Person Instruction Framework * Public Health Guidance for K-12 Schools in California, 2021-2021 School Year updated on January 14, 2021 and the Guidance Related to Cohorts updated on September 4, 2020, subject to state and county approval.(5/0)
- 11.0 Discussion/Information**
- 11.1 Annual Enrollment Projection** Superintendent Malloy shared brief comments. Greg Medici presented. Public comment – William Dong, Anonymous and Jen Juroff
- 11.2 Governor’s 2021-22 State Budget Proposal** Superintendent Malloy shared brief comments. Greg Medici presented. Public comment – Anonymous and William Dong
- 12.0 Consent Items**
- 12.1 Consideration of Approval of Certificated Personnel Changes
 - 12.2 Consideration of Approval of Classified Personnel Changes
 - 12.3 Ratification of Warrants
 - 12.4 Ratification of Purchase Orders
 - 12.5 Consideration of Approval of Contracts/Purchases over \$50,000
 - 12.6 Consideration of Adoption of Resolution #47/20-21, Approving Routine Budget Revisions

- 12.7 Consideration of Approval of Bid Award for San Ramon Valley High School Iron Horse Trail Fence Replacement
- 12.8 Consideration of Adoption of Resolution #46/20-21 for Authorization to Participate in the Carl Moyer Memorial Air Quality Standards Attainment Program for School Bus Replacement Grant
- 12.9 Consideration of Approval of the Facilities Oversight and Advisory Committee Members (FOAC)
- 12.10 Consideration of Approval of a New Position and Job Description for Manager of Data Systems
- 12.11 Consideration of Approval of COVID Testing for Staff and Students with CUUR Diagnostics and Valencia Branch Laboratory

13.0 Administrative Matters

13.1 Board Member's Reports

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

Board Member Clark gave her report
Board Member Bratt gave her report. She attended the TRAFFIX meeting.
Board Clerk Hurd gave her report. She attended the grade reform committee.
Board Vice President Mintz gave his report
Board President Ordway attended the virtual PTA reflections program

13.2 Superintendent's Report

Superintendent Malloy acknowledged the Trustees for Board Appreciation Month and also acknowledged the District Counselors for School Counseling Week. He clarified the adjusted rate number used by the county for COVID 19 cases related to tiers and closed with comments that he is grateful to be in the San Ramon Valley community.

Adjourned

The meeting was adjourned at 11:08pm

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

DATE: February 9, 2021
TOPIC: Report, Review and Action Related to Reopening Schools

DISCUSSION:

On January 26, 2021, the Board approved staff's recommendation to implement the next phase of our reopening plan that allows SRVUSD to move into hybrid in-person instruction, in a staggered model by no more than one week in total, for preschool through 5th grade, as well as Special Day Classes at all grade levels within their cohorts, when Contra Costa County reaches case rates below 25 per 100,000 population for a minimum of five days in a row.

This evening, Superintendent Malloy will provide a board report that addresses the following items:

1. Review of SRVUSD's completed work towards reopening for hybrid in-person instruction including:
 - a. Submitting our COVID-19 Safety Plan (CSP), COVID Prevention Plan (CPP) and California Department of Public Health (CDPH) Safety Checklist to Contra Costa Health Services.
 - b. Finalizing our Memoranda of Understanding with all three bargaining units on the CSP and impacts of the state's public health guidance released on January 14.
 - c. Sending the SRVUSD Notice and Acknowledgement for Return to On-Campus Learning forms for families who chose the hybrid model.
2. Specific information on the parameters and potential timelines for a staggered reopening for preschool-5th grade, and Special Day Classes at all grade levels.
3. Proposed next steps to provide hybrid in-person instruction for our 6th grade students while in the Purple Tier.
4. Update on the development of learning pods to meet the needs of secondary students while in the Purple Tier.
5. Information on end of year activities.

RECOMMENDATION:

That the Board approves staff's recommendation to implement the next phase of our reopening plan that allows our 6th grade students to move into hybrid in-person instruction for their core classes, defined as Reading, English Language Arts, and Social Studies, when we reach 25 cases per 100,000 for a minimum of five days per the California Department of Public Health guidelines, subject to state and county approval, while Contra Costa County remains in the Purple Tier.



Dr. John Malloy
Superintendent

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

DATE: February 9, 2021

TOPIC: Proposed Process to Develop New Strategic Directions and Renew Our Mission Statement for the San Ramon Valley Unified School District

DISCUSSION:

Although the COVID-19 pandemic has certainly challenged us this past year, and consumed a considerable amount of time, it is important for the SRVUSD to renew our mission statement and strategic directions for the next five years. Once approved by the Board, these strategic directions will build on previous accomplishments and successes, incorporate present effective practices and initiatives, and will allow us to improve on the services we provide to our students and families. We will do this by achieving substantial goals at the school and department level informed by the District's renewed mission statement and strategic directions.

In order to achieve this goal, four significant steps must be taken:

1. **Board Workshop** - We will provide our trustees with opportunities to participate in a Board workshop focusing on three key areas: Equity, Instruction and Learning, and Well-being. This workshop will include the importance of leadership and leadership development so that the conditions are created in each school and department for improvement. We will also incorporate the concept of service excellence because every staff member has an important role to play in terms of how we deliver excellent service to students and families.

We are proposing that this workshop is approximately six hours in duration divided into two 3-hour sessions. Our time frame for these two sessions will be prior to mid-March and our public will be informed once they are scheduled.

2. **Stakeholder Engagement** - We will devise a process to engage students, staff, parents/guardians, and our community between the middle of March and the beginning of May. The plan for this engagement, including the processes we will use to gather our stakeholders' perspective, will be presented at the Board meeting in March. The purpose of this stakeholder engagement is to hear diverse ideas, perspectives, and questions so that the strategic plan is built upon these important insights. We will also ask our stakeholders for their perspectives on our present Mission Statement at the same time.
3. **Draft Plan** - Our draft plan, that includes our Strategic Plan and Mission Statement, will be brought to the Board for discussion and consideration at the Board meeting on June 1, 2021. At this meeting, we would ask for the Board's advice and insight which will then

inform the final version of these two items.

In addition, we will also be proposing an official name for our Strategic Plan. It is very important that every member of our school community knows that these strategic directions exist and understands the commitments we have made.

4. **Final Approval** - The final Strategic Plan and Mission statement will be brought to the Board for final approval at the Board Meeting on June 15, 2021. By renewing these items, and receiving Board approval for this direction, our efforts and actions will be focused and lead to improvements for our school community.

As mentioned previously, this process must be built on the many wonderful aspects and practices in the SRVUSD, and needs to be bold and courageous so that we continue to be innovative, effective and exemplary going forward. This commitment to be an exemplary school district means that we are committed to supporting our staff, engaging our families and community, and most importantly providing the conditions and the opportunities needed so that ALL students succeed in SRVUSD.

For all students to succeed, we will need to engage in the challenging work of equity where we interrupt all forms of discrimination, challenge bias, and transform any systemic structures and processes that negatively impact our service to some of our students. We are committed to examining our instructional practices to be sure that 100% of our students are learning deeply, in a personalized way, while meeting/exceeding grade level standards because we know that they will transform our communities now and in the future through their contributions. We will also pay attention to their well-being, because without this grounding, our students cannot excel.

Further, these strategic directions will serve another important purpose. Research tells us that real improvement can only happen when we focus on a few key commitments that must be based on the data that exists in each classroom, department and school. Once these goals are determined, it is important that a learning plan is created that is explicitly tied to these goals so that all staff can enhance their skills in order to support this improvement. Each school and department must determine the evidence they will collect to show that improvement is happening and our District team, in collaboration with principals and all of our staff, will monitor progress. Finally, we will communicate to our parents and community on how each school is doing, and through regular reports to the Board, our Board can oversee these improvement efforts. Each school will develop their goals, aligned with the parameters approved by the Board, through this process. These goals will be developed by December 31, 2021.

These have been challenging months for all of us in SRVUSD and beyond. Some might think that this is not the time to be working on our strategic directions for the next five years, however, a clear and strategic way forward is needed. This crisis has created opportunities to transform education on a variety of levels, making this an ideal time to re-examine our strategic directions. We know we need to consider the impacts that this last year has had on our students as we

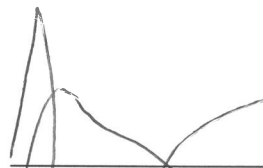
engage in this process. Further, there are so many positive examples of excellence happening throughout our District and in each school community, and yet there is always room to improve. This process of improvement requires clear direction from our Board, informed by research and evidence, incorporating lessons learned from existing practices, examining data and listening to all stakeholders.

The process of planning is ultimately not the work; however, effective planning is necessary so that there is a strong foundation for the work. Considering this perspective, the planning process is not intended to be prolonged; hence, the assertive timelines that are outlined in this proposal.

By renewing our Mission Statement and our Strategic Directions we will have the foundation that will inform all aspects of our work in SRVUSD.

RECOMMENDATION:

That the Board approves staff's recommendation of this process to renew our Mission Statement and our Strategic Directions, focusing on Equity, Instruction and Learning, and Well-being supported by Leadership Development and Service Excellence.



Dr. John Malloy
Superintendent

<p>10.2</p> <p>Item Number</p>

DATE: FEBRUARY 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF THREE NEW COURSE PROPOSALS – INTRODUCTION TO DATA SCIENCE; MY STORY, YOUR STORY, HXRSTORY: INTERDISCIPLINARY ETHNIC STUDIES WITH EMPHASIS ON MEDIA LITERACY AND THE CALIFORNIA PERSPECTIVE; XR FOR SOCIAL GOOD

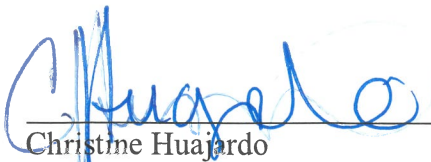
DISCUSSION:

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

Continued on next page.



Debra Petish
Director, Curriculum and Instruction



Christine Huajardo
Assistant Superintendent



Dr. John Malloy
Superintendent

Preview of New Course Proposals, February 9, 2021 continued:

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

High School Course

Introduction to Data Science – This college preparatory course is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data is everywhere, and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. Instead of using small, tailored, curated data sets as in a traditional statistics curriculum, this curriculum engages students with a wider world of data that fall into the "Big Data" paradigm and are relevant to students' lives. In contrast to the traditional formula-based approach, in IDS, statistical inference is taught algorithmically, using modern randomization and simulation techniques. Students will learn to find and communicate meaning in data, and to think critically about arguments based on data. The estimated start-up cost is \$17,730 per teacher for training for two years and \$1,200 per teacher for 4 substitute days each year of the two year commitment, in addition to the annual recurring normal costs associated with maintaining student devices. Funding will be provided through SRVUSD Educational Services, site discretionary funds, department funds, and site council grants. *Two semesters. This course can be used to satisfy one year of Math credit.*

My Story, Your Story, Hxrstory: Interdisciplinary Ethnic Studies with an Emphasis on Media Literacy and the California Perspective – This college preparatory course is designed to examine the complexities of power, privilege, and agency in history and modern-day sociopolitical systems, through the lenses of race, ethnicity, gender, class, ability, and religion. Students will use a variety of multimedia materials, primary sources, data, and texts to think deeply about intersectional identities and bias. Students will be challenged to use critical thinking and the art of storytelling to make connections between ourselves and others. There will be an emphasis on building media literacy skills and evaluating stereotypes and misinformation through a culturally-relevant pedagogical frame. Students will seek counter narratives of missing perspectives, paying particularly close attention to marginalized groups in California, including those from Native American, African American, Asian American, Latinx, and LGBTQ+ communities, as well as from Jewish, Arab, and Muslim religions. Students will learn about liberatory movements and culminate with a student designed action project that promotes civic engagement, self-efficacy and collective empowerment. There are no new costs associated with this course. *Two semesters. This course can be used to satisfy one year of Social Science credit.*

XR for Social Good – This college preparatory course is a hands-on, experiential course, and is designed to develop and design virtual and augmented reality applications in order to solve local problems in the community. Extended reality (XR) is an umbrella term used to describe immersive technologies. Students will learn how to use the Unity game engine, the most popular platform for creating immersive applications. Students will also learn how to apply the problem-based learning model along with design thinking best-practices in teams to rapid

Preview of New Course Proposals, February 9, 2021 continued:

prototype solutions. Guest lectures and industry connections will further connect students to this growing field. All students will work in groups to build an application for the Oculus Quest 2 headset. There is no estimated start-up cost associated with this course. Estimated recurring costs of \$100-\$500 may be needed for further training for the instructor or if new instructors join. This cost may be supplemented by free on-line resources. *Two semesters. This course can be used to satisfy one year of Electives credit.*



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

2/9/21
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 Item 10.3

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

Submitting School(s): Ed. Center

New Course Title: Introduction to Data Science		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP	
This course replaces course #:		Previous Course Title:					
For School Year: 2021-22	Grad requirement:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Weighted Grade:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Length:		<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year	Credits:		<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10
Non Academic: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CBEDS CTE:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	NCAA:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Prerequisite(s) for this Course: Algebra 1, Geometry							
Co-Requisite(s) for this Course: none							
DEPARTMENT							
<input type="checkbox"/> English 010	<input type="checkbox"/> Science 040	<input type="checkbox"/> Fine Arts 070	<input type="checkbox"/> ROP		100		
<input checked="" type="checkbox"/> Mathematics 020	<input type="checkbox"/> Physical Education 050	<input type="checkbox"/> World Language 080					
<input type="checkbox"/> Social Science 030	<input type="checkbox"/> Applied Arts 060	<input type="checkbox"/> Electives 090					
SUBJECT AREA							
<input type="checkbox"/> Language Arts A	<input type="checkbox"/> U.S. History D	<input type="checkbox"/> Life Science G	<input type="checkbox"/> Voc/Applied Arts J	<input type="checkbox"/> Health M			
<input checked="" type="checkbox"/> Mathematics B	<input type="checkbox"/> Civics E	<input type="checkbox"/> Physical Science H	<input type="checkbox"/> Fine Arts K	<input type="checkbox"/> Electives N			
<input type="checkbox"/> World History C	<input type="checkbox"/> Economics F	<input type="checkbox"/> World Language I	<input type="checkbox"/> Physical Ed L				
MEETS the following UC a-g REQUIREMENT							
<input type="checkbox"/> Social Studies (a)	<input checked="" type="checkbox"/> Mathematics (c)	<input type="checkbox"/> World Language (e)	<input type="checkbox"/> Electives (g)				
<input type="checkbox"/> English (b)	<input type="checkbox"/> Lab Science (d)	<input type="checkbox"/> Visual/Performing Arts (f)					
COURSE FUNDING – Cost Neutral courses will be given priority							
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				If Yes, how much: \$			
Start-up cost including books, materials, equipment: \$ 17730 per t				Funding Source:			
Annual reoccurring costs for the course: \$				Funding Source:			

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Jennifer Hunau	Ed Center		
Department Chair:				
Counselor:				
Department Admin:				
Principal:				
List Other Schools' Department Chairs Who Have Been Contacted:				

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

COURSE TITLE: Introduction to Data Science

NEEDS STATEMENT/NEEDS ASSESSMENT

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

This class is offered as a new pathway to statistics, AP statistics, and fulfills a math graduation requirement. It meets the same standards as Algebra 2, but is focused on analysis of data and statistics, data science computer applications, and real world data analysis. This course also merges computer sciences with math and creates an interdisciplinary course to help meet the goal of increasing the number of students taking computer science courses in the state.

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

An advisory team of math and computer science teachers, counselors, district administrators, and former students met to discuss ways to get more students involved in computer science and ways to intersect computer science with math and science courses. Here is the presentation with agendas, team members, and meeting notes.

https://docs.google.com/presentation/d/1-hDPdZxT7VmKpPDX46ns1ZxCSsqMs1TbJje_6vztBig/edit?usp=sharing

EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM

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

Between 500-600 high school students per year take statistics and/or AP statistics each year. This course would serve as a pathway to statistics that would replace algebra 2. It is possible that it might increase the number of students who might take statistics since it creates a direct pathway. It also might increase the number of students who select computer science electives since it will introduce computer science topics as well.

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

There are several possible training options. The first is a partnership with UCLA which would provide access and training for the computer science course that was created there and used in dozens of districts in California. This is a paid partnership.

The second option would be for teachers to receive training during the summer for the computer science programs used in the course (TBD). These include R suite, python, or Excel.

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

This may shift the number of sections of algebra 2 to Introduction to Data Science. It should have no net effect on the number of math sections. It may have an increase on the number of statistics courses or computer science courses in future years if the class proves to provide a pathway to those courses.

SUSTAINABILITY

a) How is this course sustainable over time?

The R software is open source and the curriculum is free to download. The fees for teacher training occur once for the first two years, and do not recur. The technology for the course is a laptop and student phone, both of which are already available.

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

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

Teachers are only needed personnel. They will require initial training to teach the class.

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

Training- \$17730 per teacher over two years

Software and curriculum - free

Student devices (laptop and phone)- I believe we are currently 1:1 for devices so there is no additional cost incurred.

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

None

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

\$17730 for training for two years

\$1200 per teacher for 4 sub days each year of the two year commitment

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

Normal costs associated with maintaining student devices.

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

New Course Proposal Course Outline - High School Curriculum Continued

Department:	Math		
Course Title:	Introduction to Data Science		
Grade Level:	10, 11, 12		
Course Length:	1 year		
Credits:	10		
Prerequisites/Guidance Information:	Algebra 1, Geometry		
Graduation Requirement:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
UC/CSU Credit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
<p>Introduction to Data Science (IDS) is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics through hands-on activities. Data are everywhere, and this curriculum will help prepare students to live in a world of data. The curriculum focuses on practical applications of data analysis to give students concrete and applicable skills. Instead of using small, tailored, curated data sets as in a traditional statistics curriculum, this curriculum engages students with a wider world of data that fall into the "Big Data" paradigm and are relevant to students' lives. In contrast to the traditional formula-based approach, in IDS, statistical inference is taught algorithmically, using modern randomization and simulation techniques. Students will learn to find and communicate meaning in data, and to think critically about arguments based on data.</p>			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
<small> I. Interpreting Data A. Types of data B. Numerical and graphical summaries 1. Measures of center and spread, boxplots 2. Bar plots 3. Histograms 4. Scatterplots 5. Graphical summaries of multivariate data C. Simulation and visual inference 1. Side-by-side bar plots and association 2. Scatterplots D. Models 1. Linear models 2. k-means 3. Smoothing 4. Learning and tree-based models II. Making Inferences and Justifying Conclusions A. Aggregating data 1. Identification of sources 2. Mechanics of Web 2.0 3. Comparison of sources B. Data with special structures </small>			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title:	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
Throughout the course students will keep a data science journal. As students work through the units of study, they will engage in Data Cycles that begin with asking questions, gathering data, analyzing and visualizing data, and drawing conclusions. Each stage of the Data Cycle provides multiple opportunities for assessment.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
IDS prepares students to be ethical and productive citizens and prepares them for a world in which managing Big Data is a highly useful career skill. The 5 E model of instruction encourages students to explore and create their own meaning while relating what they learn to other concepts.			
Compliance with State Framework(s): (Which ones, and in what way?)			
This course complies with the California Math Framework. Specifically with respect to the chapters on Statistics and Probability and with an emphasis on Modeling with Mathematics and Real World Connections.			

SIGNATURES

Prepared by: _____

Date: 1/6/2021

Principal Approval: _____

Date: _____



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Instructional Material Board Approval Request
 Step 1 of Instructional Material Board Approval Process – Existing Course OR
 Step 2 of New Course Proposal Process – All fields required

Proper District level permission received to proceed with new Instructional Material Request for Existing Course
 Date: 1/6/2021

Name of person submitting request: Jennifer Hunau	Site: Ed Center
--	------------------------

Newly Approved Course (Date approved _____) Add as Supplemental Novel On-line Curriculum
 Replace Existing text - Reason text is being replaced: _____

For Grade Level: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	Specific Grade(s): _____
Name of Class: _____	Subject Area: _____
Book will be implemented: <input type="checkbox"/> 1st semester <input type="checkbox"/> 2nd semester	School Year: _____

Title of Book/Online Curriculum: _____	
Copyright (must be current): _____	ISBN: _____
Author: _____	Publisher: _____
Cost of student edition: _____	Quantity to be purchased: _____
Funding Source: <input type="checkbox"/> District <input type="checkbox"/> Site funds/parent donations <input type="checkbox"/> Other (please specify): _____	

Why is this book or online curriculum being requested:	_____
What book/curriculum will it replace or supplement:	_____
What other books/materials were reviewed in the process:	_____
Are there sections and/or passages that a parent or student may find objectionable? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If yes, please explain:	_____

- All books must be reviewed for the following requirements (Please check to indicate compliance):**
- Meets legal compliance requirements, Education Code Sections 60040-60047, shown on reverse.
 - Follows Policy and Administrative Rule 6161.1 as reviewed by the committee.
 - Supports the District and State curriculum standards for this course.
 - All K-8 textbooks must be on the state matrix or state legal compliance list.
 - 9-12 Math, English, Science & Social Science, must attach publisher curriculum map. If book does not address all standards, the list of supplementary books to address remaining standards must be attached.
 - For all other K-12 books, attach a brief description of how the book will be used to teach the Standards.

Statement and Signatures of Site Evaluation Committee (3 or more) & Site Admin Approval

<i>We, the undersigned, have reviewed this text/novel and recommend its adoption:</i>			
Name – PRINT	Signature	Name – PRINT	Signature
List other schools' Department Chairs who have been contacted about using this new book/material:			
Site Admin Approval:		Date:	

Ed Services/Board Approval

Ed Services: _____	Common Sense Media <input type="checkbox"/> Yes <input type="checkbox"/> No	Board Action Date: _____	Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No
---------------------------	--	---------------------------------	---

Send this completed and signed form along with a copy of the book (for Preview purposes) to Educational Services.
 Book will be returned to person who submitted request as listed above.

Standards for Evaluating Instructional Materials for Social Content

Citations can be issued using the following standards:

A. Male and Female Roles	
1. Adverse reflection	6. Traditional and nontraditional activities
2. Equal portrayal	7. Emotions
3. Occupations	8. Gender-neutral language
4. Achievements	9. Parenting activities
5. Mental and physical activities	
B. Ethnic and Cultural Groups	
1. Adverse reflection	6. Achievements
2. Proportion of portrayals	7. Mental and physical activities
3. Customs and life-styles	8. Traditional and nontraditional activities
4. Occupations	9. Root culture
5. Socioeconomic settings	
C. Sexual Orientation and Gender Identity	
1. Adverse reflection	4. Roles
2. Achievements	5. Emotions
3. Proportion of portrayals	6. Socioeconomic settings
D. Older Persons and the Aging Process	
1. Adverse reflection	3. Roles
2. Proportion of portrayals	4. Aging process
E. People with Disabilities	
1. Adverse reflection	4. Emotions
2. Proportion of portrayals	5. Achievements
3. Roles	
F. Entrepreneur and Labor	
1. Adverse reflections	2. Roles
G. Religion	
1. Adverse reflection	3. Diversity
2. Indoctrination	
H. Ecology and Environment	
1. Ecology	3. Resource use
2. Environmental protection	
I. Dangerous Substances	
1. Discouragement of use	2. Hazards of use
J. Thrift, Fire Prevention, and Humane Treatment of Animals and People	
1. Waste	4. Thrift
2. Fire hazards	5. Fire prevention
3. Inhumane treatment	6. Humane treatment
J. Declaration of Independence and Constitution of the United States	
1. The Declaration of Independence should be presented	2. The United States Constitution should be included
K. Brand Names and Corporate Logos	
1. Use of any such depictions	2. Prominent use of any one depiction
L. Nutrition and Physical Activity	
1. Variety of opportunities	2. Reinforcement through illustrations and content

Citation Example

Standard(s) cited: **A.6** = Male and Female Roles, Traditional and nontraditional activities
 When writing description, include page numbers where appropriate.



**San Ramon Valley Unified School District
Instructional Materials Order Form**

2/9/21
Page 21 of 74
Item 10.3

**(Also - Step 2 of Instructional Material Board Approval Process for Existing Courses
OR Step 3 of New Course Proposal Process)**

(To be used for items being purchased with District Instructional Material funds only)

Date of Request:		Required Delivery Date:	
Name of Requestor:		Site: Ed Center	VOIP :
Suggested Vendor:	<input type="checkbox"/> Best <input type="checkbox"/> Follett <input type="checkbox"/> Publisher <input type="checkbox"/> Amazon <input type="checkbox"/> Other: _____		

TEXTBOOKS/ONLINE CURRICULUM

(Step 3 - Include all necessary components of newly adopted materials)

Quantity	ISBN or Catalog #	Title	Unit Price	Total Cost
Total				

NOVELS

(Reminder – novels will not be ordered for entire grade levels. They must be taught on a rotational basis.)

Quantity	ISBN or Catalog #	Title & Version	Unit Price	Total Cost
Total				

Comments/Instructions

--

Site Approvals/Acknowledgements - Required

Textbook Clerk Name (HS Only):		Signature:	
Curriculum Leader Name:		Signature:	
Principal/AP Signature:		Signature:	



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

2/9/21
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 Item 10.3

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

Submitting School(s): Venture, CHS, DVHS, MVHS, SRVHS

New Course Title: My Story, Your Story, Hxrstory: Interdisciplinary E.S.		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP								
This course replaces course #: n/a		Previous Course Title: n/a												
For School Year: 2021-22		Grad requirement:		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Weighted Grade: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>								
College Prep: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Course Length: Semester <input type="checkbox"/> Year <input checked="" type="checkbox"/>		Credits: 5 <input type="checkbox"/> 10 <input checked="" type="checkbox"/>										
Non Academic: Yes <input type="checkbox"/> No <input type="checkbox"/>		CBEDS CTE: Yes <input type="checkbox"/> No <input type="checkbox"/>		NCAA: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>										
Prerequisite(s) for this Course: n/a														
Co-Requisite(s) for this Course: n/a														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input type="checkbox"/>	ROP	100			
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input checked="" type="checkbox"/>	Social Science	030	<input type="checkbox"/>	Applied Arts	060	<input type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)			<input type="checkbox"/>	Mathematics (c)			<input type="checkbox"/>	World Language (e)			<input checked="" type="checkbox"/>	Electives (g)	
<input type="checkbox"/>	English (b)			<input type="checkbox"/>	Lab Science (d)			<input type="checkbox"/>	Visual/Performing Arts (f)					
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>								If Yes, how much: \$						
Start-up cost including books, materials, equipment: \$								Funding Source:						
Annual reoccurring costs for the course: \$								Funding Source:						

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Angie Corritone	VE	<i>Angie Corritone</i>	11/30/2020
Department Chair:	See below for comprehensive schools			
Counselor:	Alissa Kruse	VE	<i>Alissa Kruse</i>	11/30/2020
Department Admin:	See attached for comprehensive schools			
Principal:	Rose Bright	VE	<i>Rose Bright</i>	11/30/2020
List Other Schools' Department Chairs Who Have Been Contacted:	Michelle Curach-Turner (CHS) Karie Chamberlain (DVHS), Jill Seidenverg (MVHS), Hillary Hobbs (SRVHS)			

FOR DISTRICT OFFICE USE ONLY

District Approvals		CRS #
		Date
Principal Council:		
Ed Services Council:		
BOE President:		
First reading date:		Board approval date:
Date CRS added to Course IC Directory:		By:
Date CRS info reported to schools:		By:

COURSE TITLE: My Story, Your Story, Hxrstory: Interdisciplinary Ethnic Studies

NEEDS STATEMENT/NEEDS ASSESSMENT

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

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

EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM

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

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

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

SUSTAINABILITY

a) How is this course sustainable over time?
See attached.

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

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

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

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

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

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

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

SRVUSD NEW COURSE PROPOSAL FOR HIGH SCHOOL

“My Story, Your Story, Hxrstory”
December, 2020 -- Extended Responses

SUBMITTED IN COLLABORATION:

Venture Alternative Ed

- Rose Bright, Principal
- Kate Bryzek, Teacher, Secondary
- Erin Cicutelli, Teacher, Secondary
- Angie Corritone, Teacher, High School
- Heather Sheppard, Teacher, Elementary

Dougherty Valley High School

- Adam Bellows, Teacher, Social Studies
- Karie Chamberlain, Social Studies Department Co-Chair
- Bobby Clemente, Teacher, Social Studies
- Ali Gardiner, Teacher, World Language
- Kerri Knapp, Teacher Librarian
- Jon Parks, Teacher, English
- Jacqueline Rodriguez, Social Worker, Wellness Center Coordinator
- Bob Spain, Assistant Principal

Feeder Pattern Supporters:

- Allie DeBruhl, 4th Grade Teacher, Quail Run Elementary
- Christian Hicks, TSA, Quail Run Elementary
- Gina Jenkins, Science Specialist, Quail Run Elementary
- Korby Saunders, 6th Grade Core Teacher, Gale Ranch

California High School

- Ben Anderson, Teacher, Social Studies
- Hannah Cheng, Teacher, Social Studies
- Michelle Curach-Turner, Social Studies Department Chair
- Eghosa Hamilton, Teacher, English/Sociology
- Megan Keefer, Principal
- Regina Lyon, Teacher, English
- Nikki Ogden, Teacher Librarian
- Jeff Osborn, Assistant Principal

Feeder Pattern Supporters:

- Demetrius Ball, Principal, Iron Horse Middle School

Monte Vista High School

- Anastasia Chrzanowski, Teacher, Social Studies
- Julie Garrahan, Teacher Librarian
- Kimberley Gilles, Teacher, English
- Sheila Jemo, Assistant Principal

- Carrie Leadingham, TSA, English
- Jill Seidenverg, Social Studies Department Chair

Feeder Pattern Supporters:

- Donna Grim, Principal, Green Valley Elementary
- Courtney Konopacky, 8th Grade Core Teacher, Stone Valley Middle

San Ramon Valley High School

- Krystin Alcaraz, Office Manager
- Don Busboom, Teacher, Social Studies
- Jessica Carvalheira, Teacher, Social Studies
- Olivia Hanley, Assistant Principal
- Hillary Hobbs, Social Studies Department Chair
- Kate Moore, Teacher, Social Studies
- Jill Orozco, Teacher, English
- Matt Raleigh, Teacher, Social Studies

COURSE TITLE

My Story, Your Story, Hxrstory: Interdisciplinary Ethnic Studies with an Emphasis on Media Literacy and the California Perspective

INTRODUCTION: NOTABLE EXCERPTS FROM THE ETHNIC STUDIES MODEL CURRICULUM DRAFT (Reviewed by CDE on 11/18/20)

“Ethnic studies instruction should be a fundamental component of California public education in the twenty-first century. The proposed Ethnic Studies Model Curriculum helps build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy.”

“Ethnic Studies is a class for all students. The model curriculum focuses on the four ethnic groups that are at the core of the Ethnic Studies field. At the same time, this course, through its overarching study of the process and impact of the marginalization resulting from systems of power, is relevant and important for students of all backgrounds. By affirming the identities and contributions of marginalized groups in our society, Ethnic Studies helps students see themselves and each other as part of the narrative of the United States. Importantly, this helps students see themselves as active agents in the interethnic bridge-building process we call American life.”

“This model curriculum is a step to rectifying omission of the experiences and cultures of communities within California. Ethnic studies courses address institutionalized systems of advantage, and address the causes of racism and other forms of bigotry including anti-Semitism and Islamophobia within our culture and governmental policies.”

“When schools help students acquire a ‘social consciousness,’ they are better equipped to contribute to the public good and help strengthen democratic institutions.”

“Ethnic studies should help students learn to value and appreciate differences and each other’s lived experiences as valuable assets in our diverse society in order to communicate more effectively and constructively with students of different backgrounds. It should help them communicate and interact with empathy, appreciation, empowerment, and clarity, to interact with curiosity, to listen empathically without judgment, and to critically consider new ideas and perspectives. It should also encourage students to modify their positions in the light of new evidence and compelling insights. Students should not seek to dominate in conversations and debates, but rather **practice a model of engagement which places a greater priority on listening, seeking to understand before seeking to persuade.**”

"The foundational values of Ethnic Studies are housed in the conceptual model of the **'double helix' which interweaves holistic humanization and critical consciousness.** Humanization includes the values of love, respect, hope, and solidarity are based on celebration of community cultural wealth. The values rooted in humanization and critical consciousness are the **guiding values each Ethnic Studies lesson should include.**"

PART 1: NEEDS ASSESSMENT

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

*** Offering this course acknowledges that limitations in materials, emphases, and pedagogies of our current courses in the Social Sciences do not adequately address either our District's Mission Statement or our students' development of critical consciousness, empathetic communication, self-confidence, and efficacy.

1) Offering this course is an action which directly supports our SRVUSD Mission Statement for Equity:

"SRVUSD is committed to nurturing and educating the whole student. Our equity leaders strive to interrupt any inequitable practices in school culture and curriculum and eliminate barriers to personal and academic success. Further, we establish each place of learning as an institution that validates and celebrates each student as an individual and as a part of a larger human family."

2) Offering this course is an action which directly supports the SRVUSD School Board's Resolution 95/19-20 "DENOUNCING RACISM, AND SUPPORTING EQUITY, SAFETY AND WELL-BEING OF BLACK PEOPLE" where it is stated:

- SRVUSD desires to provide a **physically and social emotionally safe** school environment that allows all students equal access and opportunities
- WHEREAS, we value and **teach equity, diversity and inclusion...** and we actively teach our students conflict resolution, to communicate their own feelings of injustice without prejudice, and to be upstanders in their community
- WHEREAS, we believe that **silence and inaction perpetuate injustice**, bias, and racism
- WHEREAS, recent events in the United States remind us that hundreds of years of prejudices, injustices, and inequalities are embedded in our societies, from social structures to institutions to cultures to individuals. **Decades of civil rights legislation and education have not obliterated racism.**
- WHEREAS, Black community members continue to report that they regularly experience micro aggressions, racial profiling, hate incidents, and racial bias in

- all systems they encounter, **including our school district**
- WHEREAS, we recognize that there are employees and students who have felt harmed and who want the Board to **take immediate action**
 - WHEREAS, despite a long record of extensive interventions to promote successful outcomes for all students, **an equity gap** still exists
 - SRVUSD will confront the biases in our own school district and **actively engage in the challenging work of dismantling the problematic practices** that are limiting the opportunities for our Black and Brown students

3) Offering this course is an action which directly supports the Continuum of Restorative Practices in the SRVUSD Responding to Hate Manual by focusing on celebrating diversity and formalizing community building through culturally relevant curriculum, which builds a foundation for the prevention of:

- Level 1: Students perpetuating microaggressions / stereotypes / implicit bias
- Level 2: Students using targeted, hateful language or behavior
- Level 3: Students engaging in a hateful action or threatening violence

4) Ethnic Studies is content AND also pedagogy.

“At the core of Ethnic Studies pedagogy is the aim to equip students with tools to better understand social inequities and the structural forces that shape their lives while also providing tangible strategies to socially transform their communities” (Rethinking Ethnic Studies, 2019, p. 64).

We know that there is a growing need to address inclusion, diversity, and equity across our educational system. In consideration of California being one of the most diverse states, students around the state, including those within our own district, are demanding this needed change in how we “do school.” Ethnic Studies courses are required to be intentional about meeting the needs of students in any demographic through the materials that are used and through instructional practices. As research has shown, Ethnic Studies creates, supports, and sustains a shift in mindset as students learn to think critically about different perspectives and narratives, as they learn to notice the voices that are inaudible and those which dominate, skills that overflow into all areas of school life and beyond.

5) This course will ensure that SRVUSD is prepared when the California Department of Education rolls out the California Ethnic Studies Model Curriculum.

California Education Code 51226.7 requires the State Board of Education (SBE) to adopt a model curriculum in ethnic studies “that shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities” and that the curriculum “be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.” “

The CDE's Road to Ethnic Studies:

- 1968: CSULA and CSUN establish Chicano studies and Black studies departments
- 1969: the first College of Ethnic Studies is established at SFSU. Students at UC Berkeley launched a strike that resulted in the creation of the first Ethnic Studies department in the country.
- Students across the nation began calling for the establishment of Ethnic Studies courses, departments, and degree programs.
- 2014: San Francisco USD and Los Angeles USD make ES a graduation requirement
- 2015: Oakland USD and Sacramento USD make ES a graduation requirement
- 2016: San Diego USD School Board fully funds K-12 ES implementation
- Currently: Ethnic Studies is a vibrant discipline with academic journals, associations, international conferences, and undergrad and graduate degrees
- 2016: AB-2016 launched.
- July 2018: The SBE approved guidelines to direct development of the curriculum and appointed an Advisory Committee.
- May - August 2019: The committee's recommendation was presented to the Instructional Quality Commission (IQC). 20,000 public comments were submitted, including significant concerns with a lack of coverage of Jewish Americans and anti-Semitism, Arab Americans, Pacific Islanders, and others.
- The approval timeline was extended to incorporate revisions. See AB 331
- July 31, 2020: CDE reviewed another draft based on feedback.
- September 2020: the IQC offered the public a 30-day review period.
- **Nov. 18-19, 2020:** IQC offers the CDE with a third draft
- **Dec. 2020 - Jan. 2021:** 45-Day public review
- **March 17-18, 2021:** SBE to take action on proposed model curriculum
- **March 31, 2021:** Deadline for SBE action
- **School districts that do not offer a standards-based ethnic studies curriculum are encouraged to "offer, beginning in the school year following the adoption of the model curriculum, a course of study in ethnic studies."**
- 2025-26: Mandated graduation requirement begins: completion of a one semester course in Ethnic Studies. A full-year course can be required at the district's discretion.

Despite the pending legislation, many school districts in California are offering, and have been offering for several years, interdisciplinary Ethnic Studies courses, some of which are high school graduation requirements, and all of which are tailor-made to address the needs of their local demographics. The most current version (11/18/20) of the Model Curriculum emphasizes these ideals:

- Ethnic studies is **a course for all students**, a key component of education in the 21st century, and will serve to strengthen our democracy.
- Maintains the **four themes:** Identity, History and Movement, Systems of Power, and Social Movements and Equity. "...considering that European American culture is already robustly taught in the school curriculum, ethnic studies presents an opportunity for different cultures to be highlighted and studied in a manner that is meaningful and can be transformative for all students."
- The four traditional disciplines expand to additional studies that celebrate

California's diversity

- Topics range widely from **migration** to **social movements**, such as a study of Mexican American texts, the experiences of Southeast Asian refugees, African American social movements, and Indigenous cultural retention. Students connect current resistance movements to those of the past, and imagine new possibilities for a more just society.
- Topics challenge **empire-building** in history and its relationship to white supremacy, racism, and other forms of power and oppression such as discriminatory, **imperialist/colonial beliefs** and practices, as well as cisheteropatriarchy, economic inequality, and ableism

Over time, these key themes should be woven into all curricular areas. All themes apply to any cultural group, function as a way to validate students, and help them build agency, within a pedagogy that is culturally responsive.

6) This course expands on social justice courses that already exist in SRVUSD.

In August of 2014, Monte Vista resumed offering Women's Literature as a course. Gender is explored through fiction and strong, multicultural non-fiction research strands.

In August of 2016, SRVUSD designed and approved a UC and NCAA approved course entitled "The Hero's Journey," an English that examines masculinity as a social construct. As in Women's Literature, it is explored through fiction and a strong, multicultural non-fiction research strand. It is important to note that both young men and young women enroll in this course.

In December, 2017, SRVUSD did approve a 9th grade one-semester Intro to Ethnic Studies class at Cal High, with the possibility of offering it as an alternative to World Geography. Many of the themes from that 9th grade course have since been woven into the quickly developing Social Justice and Community Pathway which overlaps their English and History departments.

In August of 2018, San Ramon Valley High School opened a Women's Literature class. Both young women and young men enroll in this course.

Like the 9th grade Ethnic Studies course, "*My Story, Your Story, Hxrstory*" covers these core themes:

- Focusing on the individual student **experience** and experiences of marginalized groups, through the lens of equity and social change
- Understanding how the **social construction of race** has been and continues to be a driving force of recurring sociopolitical **patterns** in dominant culture
- Developing **empathy** and doing acts of justice

In addition, "*My Story, Your Story, Hxrstory*" also includes components that make it unique from typical classes such as World/U.S. History, Women's Literature, and The Hero's Journey:

- This course will use the **historical and modern context of California**, as well as students' connections to their identities and local experiences, to understand how structures and policies have impacted indigeneity and immigration. "Ethnic studies must move toward returning what has been stolen, particularly Native lands and African American labor" ("Transformative Ethnic Studies in Schools," Sleeter and Zavala, 2020, p. 4).
- The course is founded on **identity and intersectionality**, which allows for a seamless incorporation of additional topics about anti-Semitism, Islamophobia, and religious persecution.
- There is an emphasis on **media literacy and critical thinking**. Students will analyze bias and stereotypes on social media, think critically about images and the news, and build capacity about the lens through which they access the technology they are surrounded with everyday.
- Class time is maximized for **building community, trust, and agency**. Since Ethnic Studies is designed, and intended, to be modified to address the demographic needs at all high schools, the ways in which community is built will intentionally be different at each school and in each classroom.
- **Arts exploration and creative expression** is woven into each unit in several ways. Cultural traditions hold relevant stories, and it is important to understand meaningful, sustaining narratives through the lens of the artistic forms those stories have taken on over time, as they pertain to the history of groups and as they impact the biases that live within dominant culture.

b. How was this need determined?

1) Ethnic Studies holds positive value for ALL students.

California has a uniquely diverse culture and history; however, much of our current TK-12 curriculum has been presented to students through a narrative that represents only the values and perspectives of dominant culture, which is oppressive and harmful, not just for marginalized students, but also for students who identify with the white heteropatriarchal system. "Research on the impact of ethnic studies on students... lends strong support to the **positive value of ethnic studies for all students - students of color as well as White students**" ("Transformative Ethnic Studies in Schools," Sleeter and Zavala, 2020, p. 67).

2) Traditional interventions do not always support underserved students.

According to the State Legislature, Ethnic Studies has observable benefits. It prepares all students for a diverse post high school experience and the global economy. Students develop a better sense of self-efficacy and personal empowerment because culturally meaningful and relevant curriculum can have a positive impact on students: "Ladson-Billings (2009) and others emphasize that the point of culturally responsive teaching isn't just about getting along with students but to use that connection to

stretch and empower them as learners... to provide resources and personal assistance so students cultivate positive self-efficacy beliefs and positive academic mindset" ("Culturally Responsive Teaching and the Brain," Hammond, 2015, p. 88).

Ensuring that we have consistently high expectations has shown to produce higher outcomes and intellectual capacity for processing information ("Culturally Responsive Teaching and the Brain," Hammond, 2015, p. 15). For example, the impact of strategies such as "cultural modeling" enables students to use their own cultural frames of reference, which immediately engages them in much higher levels of cognition than is usually the case in a traditional classroom (Lee, 2007 cited in "Transformative Ethnic Studies in Schools" Sleeter and Zavala, 2020).

As well, research shows that students that become more engaged in school through courses like Ethnic Studies are more likely to graduate, and have had significant success in boosting GPA and attendance (Education Week, Bill Sanderson, SFUSD Assistant Superintendent, 2017).

3) The Ethnic Studies classroom provides a structured, safe space for engaging in challenging issues.

Students can discuss social constructs that create oppressive systems for marginalized communities. The course can serve as a model for inclusion and social justice on a school campus. This is imperative as we prepare young adults to navigate the world with informed compassion and confidence.

PART 2: EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM

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

This course will be launched in 2021-22 as a yearlong social science college prep elective for grades 11 and 12. We estimate 30-60 students will enroll in this course at each campus (10-15 at Venture).

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

"My Story, Your Story, Hxrstory" is interdisciplinary. The space must be inclusive of all students. Engaging in topics about race, class, gender, oppression, etc., may evoke feelings of vulnerability, uneasiness, sadness, guilt, helplessness, or discomfort for students not previously exposed to explicit conversations about these topics. It is critical that a strong, trusting classroom community is established where all voices are

validated, encouraged, and taught how to lean into difficult conversations. An instructor needs to be knowledgeable about strategies for facilitating learning experiences through an equity lens (including CLR), have familiarity with affirming discussion protocols, be comfortable with the occasional discomfort of students, knowing that this is the “zone of proximal development,” (Vygotsky, 1978) and understand the Teaching Tolerance Social Justice Standards. The instructor must also have a strong foundation in media literacy and instructional technology best practices. Pedagogies must lift up the lived experiences of the students in the classroom, as well as cultures not represented, in a way that is authentic and also **does not tokenize or re-traumatize** students who connect with the cultures being studied. Most of all, norms must prioritize socioemotional development.

The CDE offers these ideas as important characteristics for ES instructors:

- *“Ethnic studies requires a commitment among its teachers to personal and professional development, deep content knowledge, social-emotional learning, safe and healthy classroom management practices, and instructional strategies that develop **higher-order thinking skills** in children.”*
- *“Teaching ethnic studies necessitates that educators consider the **purpose** of ethnic studies, the **context** in which the course is being taught, and even a reflection on how the educator’s **identity** and potential **biases** impact their understanding of and outlook on the world.”*
- *“A critical part of the context of ethnic studies is being aware of and anticipating for when negative emotions and/or **traumas** arise from students in dealing with potentially difficult content or materials.”*
- *“By **democratizing** the classroom, educators are allowing multiple entry points for students to discuss ethnic studies theories like, **intersectionality**”*
- *“In reflective classrooms, students’ knowledge is **constructed** and applied rather than passively absorbed. Students are prompted to join with teachers in posing and addressing problems to foster **critical consciousness**’.”*

PART 3: SUSTAINABILITY: How is this sustainable over time?

This course is both timely and timeless. By design, *My Story, Your Story, Hxrstory*” is sustainable because:

- It is a microcosm of society, and will explore different mindsets and perspectives that evolve locally and globally at any given time.
- The anticipated CDE Model Curriculum requirement will enable districts to adjust the course content in order to best serve the needs of their local populations.
- It is rich with engaging digital resources and critical thinking tools, which evolve over time.
- It is highly connected to current events as they relate to patterns in history.

PART 4: COURSE PROGRAM: Cost

a. *n/a*

b. Major supplies and services cost

Students will be provided with texts, videos, podcasts, and other materials. No additional major supplies are needed. Minor support for mentor texts, museum memberships, or professional development may be sought through grants.

In addition to utilizing the endless resources available on the Internet, through museums, news sources, and community organizations, the following titles are suggestions, although new materials are published daily, and once the Model Curriculum is approved by the CDE, we expect even more to become available. Additionally, classrooms may incorporate choice book clubs using novels (not listed here - for example, *There There*, *The 57 Bus*, *Dear America*, *Born a Crime*, *Kindred*, *Just Mercy*, *The Good Immigrant*, etc) as a way to engage students in discussing difficult topics, and to practice critical discourse skills.

- *A People's History of the United States*, Howard Zinn
 - *Abolition. Feminism. Now*, Angela Davis
 - *The Autobiography of Malcom X*, Alex Haley and Attallah Shabazz Malcolm X
 - *Between the World and Me*, Ta-Nehisi Coates
 - *The Color of Law*, Richard Rothstein
 - *Critical Race Theory*, Richard Delgado
 - *Feminism Is for Everybody: Passionate Politics*, bell hooks
 - *Indigenous People's History of the United States*, Roxanne Dunbar-Ortiz
 - *An African American and Latinx History of the United States*, Paul Ortiz
 - *The New Jim Crow*, Michelle Alexander
 - *Pedagogy of the Oppressed*, Paulo Freire
 - *Pushout*, Monique Morris et al.
 - *Rethinking Ethnic Studies*, R Tolteka Cuauhtin et al.
 - *So You Want to Talk About Race*, Ijeoma Oluo
 - *Stamped, Remix*, Ibram X. Kendi and Jason Reynolds
 - *This Book is Antiracist*, Tiffany Jewell
 - *We Should All Be Feminists*, Chimamanda Ngozi Adichie
 - *Women Who Run with Wolves*, Clarissa Pinkola-Estes
-

PART 5: COURSE DESCRIPTION

This course examines the complexities of power, privilege, and agency in history and modern-day sociopolitical systems, through the lenses of race, ethnicity, gender, class, ability, and religion. Students will use a variety of multimedia materials, primary sources, data, and texts to think deeply about intersectional identities and bias. We will be challenged to use critical thinking and the art of storytelling to make connections between ourselves and others. There will be an emphasis on building media literacy skills and evaluating stereotypes and misinformation through a culturally-relevant pedagogical frame. We will seek counter narratives of missing perspectives, paying particularly close attention to marginalized groups in California, including those from Native American, African American, Asian American, Latinx, and LGBTQ+ communities, as well as from Jewish, Arab, and Muslim religions. We will learn about liberatory movements and culminate with a student designed action project that promotes civic engagement, self-efficacy and collective empowerment.

PART 6: MAJOR INSTRUCTIONAL OBJECTIVES FOR THE COURSE

According to “Transformative Ethnic Studies in Schools” (Sleeter and Zavala, 2020, p. 8) there are seven hallmarks of a developed Ethnic Studies course:

1. Curriculum as Counter-Narrative and Perspectives from People of Color
2. Criticality and Structural Analysis of Racism, Colonialism, Oppression
3. Reclaiming Cultural Identities
4. Intersectionality and Multiplicity
5. Community Engagement
6. Pedagogy that is Culturally Responsive and Mediated, Intentional Lesson Design
7. Students as Intellectuals, Fostering Curiosity

“*My Story, Your Story, Hxrstory*” has six units that build in complexity, which parallels the structure within the Teaching Tolerance Social Justice Standards (Identity, Diversity, Justice, Action). Per best practice, coursework will be intentionally connected to students’ identities, counter-identities and local community issues.

- UNIT 0: Co-Constructing Community
- UNIT 1: Intersectionality: Identity, Bias, and Narrative
- UNIT 2: Hegemony: Power, Privilege, and Positionality
- UNIT 3: Systems of Oppression: Dehumanization, Humanization
- UNIT 4: Resistance: Justice and Agency
- UNIT 5: Transformation: Inquiry, Action, and Change

On completion of the course, students will be able to:

- Establish and actively participate in a safe and productive learning community
- Demonstrate responsible digital citizenship

- Use critical thinking in media literacy; evaluate, compare, and synthesize
- Articulate facets of identity, leaning into bias, stereotypes, and microaggressions
- Seek counter-narratives as a vehicle for empathy, growth and change
- Name complex interdependencies and oppressions within social systems through the lens of race, ethnicity, gender, class, ability, language, and religion (such as Education, Health, Economics, the Law, the Environment)
- Describe socioeconomic policies that dehumanize marginalized communities
- Explain social movements that have initiated fights for justice
- Manage short term and long term projects
- Generate authentic inquiry; promote empowerment, engagement, and agency
- Apply writing strategies, mathematics concepts, and a variety of creative expressions to connect claims with evidence that support an argument
- Use a variety of tools and strategies to effectively navigate content, share voice, self reflect, connect with experts, and collaborate with peers

Considerations offered as optional ideas in the DRAFT Model Curriculum:

- How might we best foster empathy when student populations are homogenous or haven't been explicitly or formally exposed to concepts of race and ethnicity?
- What do the concepts of "race" and "ethnicity" mean? How do they relate to each other? How were concepts of race, like "whiteness" and "blackness" constructed? How has our understanding changed over time? How do group identifiers in public documents such as the U.S. Census impact connection and division?
- Explore U.S. colonialism and imperialism in the Pacific through the unique experiences of Southwest Asians (Arabs, Armenians, Assyrians, Chaldeans, Coptic-Christians, Iranians, Mizrahi Jews, Kurds, and Yazidis), South Asians (Sikhs, Hindus, Afghans, Bangladeshis, Indians, Pakistanis, and Sri Lankans), Southeast Asians, (Cambodians, Hmong, Laotians, Indonesians, Malaysians, Myanmarese, Thais, and Vietnamese), and East Asians (Chinese, Japanese, Koreans, Taiwanese, Filipina/o/x, Pacific Islanders).
- Combine comparative and thematic approaches.
- Explore the "model minority myth" and its historic and contemporary implications for Asian Americans and Pacific Islanders; the experiences of Arab Americans and the rise of Islamophobia and discrimination against Sikhs in the aftermath of 9/11; the recent rise in anti-Semitic violence and rhetoric; and the way that Native Americans have challenged the use of native iconography and dress for mascots on college campuses and professional sports.
- Examine a contemporary study based on the migration of Iranians, Iraqis, Syrians, Afghans, along with other refugees from the Middle East to California and the United States as a result of the recent wars in that region.
- What is the difference between equality and equity?
- Explore the justice system: historical and intellectual foundations, focal points, root causes, legal context, historical tactics, and desired policy changes from a Black movement perspective.

- Unpack the Chinese labor force experience while building the Transcontinental Railroad.
 - Understand the environmental issues that affect the Native American traditions and the fragility of Mother Earth. Consider: "Should our school begin assembly announcements with a land acknowledgement?"
 - Examine the Impact of Mahatma Gandhi on Social Change Movements.
 - Introduce the United Farm Workers movement.
 - Research the disproportionate provision of poor quality housing loans (subprime) to African Americans and other ethnic groups, which has led to housing discrimination, redlining, and gerrymandering.
-

PART 7: INSTRUCTIONAL MATERIALS / RESOURCES

This course is cost neutral.

In thinking about materials for Ethnic Studies, it is important that students are able to recognize themselves in the lessons they are engaging with, and that materials are also purposefully selected to bring in alternative perspectives. As referenced in the Draft Model Curriculum:

"While the Ethnic Studies Model Curriculum does not endorse any particular iteration over another, Ethnic Studies educators and administrators are encouraged to consider student demographics, needs, interests, and current events when crafting a course or lesson, as this may help determine what iteration of the field will be most useful for the class."

It is suggested that instructors use a wide range of sources and remnants of popular culture to better understand the experiences of historically disenfranchised groups. The instructor will curate case studies, multimedia text sets, podcasts, TedTalks, digital collaboration and discussion tools, literature, court cases, government files, memoirs, art, music, oral histories, news, lessons from organizations such as Teaching Tolerance and KQED, and websites such as Teaching California, The Library of Congress, the Zinn Project, Rethinking Schools, and Facing History and Ourselves.

Additionally, we will seek guidance and inspiration from guest speakers and from local organizations. Examples may include: the Oakland Museum of California, local educators, the Museum of Tolerance, The ADL, Rainbow Community Center, National Equity Project, National Park Service (Manzanar, Angel Island), and the History-Social Science Project.

PART 8: BASIS FOR STUDENTS EVALUATION / GRADING

A variety of student-centered assessment strategies, including peer- and self-evaluations, will be used to provide students with formative and summative feedback.

- Holistic scoring of writing that is used to explore, rather than demonstrate mastery. The instructor will evaluate writing as discovery of content, a means of synthesizing multiple sources, a method that permits the writer to acknowledge emotional, ethical, and personal responses and reactions.
 - Presentations, multimedia storytelling, and real world inquiry action projects that are developed using rubrics to help students break apart complex ideas and identify goals within the specific themes and contexts.
 - Clear expectations and scaffolding around thinking routines, accountable talk, online discussion forums which produce high level conversations between students for authentic engagement and reflection.
-

PART 9: COMPLIANCE WITH DISTRICT MISSION / GOALS

In aligning with the three pillars SRVUSD Framework for Excellence, this course provides students the opportunity to:

- Experience a learning environment with **high expectations**, a focus on content to context, digital formats, project based learning, and self-directed learning
 - Engage with the content on a **personal** level by elevating individual curiosities, peer **collaboration**, communication skills, critical thinking, and civic and global meaning
 - Develop important character and **life skills**, understand what it means to be a responsible, ethical, and productive citizen in the context of a global economy, grow in cross-cultural understanding, practice empathy, and find ways to be adaptable
-

PART 10: COMPLIANCE WITH STATE FRAMEWORKS

"*My Story, Your Story, Hxrstory*" is interdisciplinary and will touch on standards that are found in multiple subject areas. The primary focus will be grounded in frameworks and standards for CA History Social Science, ELA-Common Core, The FAIR Act, as well as Teaching Tolerance (not state mandated, but highly acclaimed for social justice work).

The DRAFT Model Curriculum states:

*“The Cultural Proficiency Continuum for History–Social Science... provides an example of how ethnic studies can be integrated into history-social science courses. It asks important questions about the content and curriculum materials we use in classrooms. The selection of curriculum content and resources may be intentional or unintentional but are worthy of analysis if we are intent on providing a culturally proficient curriculum for students. In the teaching of history, as described in the History–Social Science Framework for California Public Schools, as a story well told, we need to ask ourselves, **whose story are we telling? Which perspectives are shared? What message or agenda is delivered?**”*

The CA History Social Science Framework- Key Components

- *The historic struggle of communities of color is central, accounts for the intersectionality of identity, and challenges discrimination and systems that perpetuate inequality.*
- *Instruction should be student-centered, developed based on lived experiences.*
- *Students study multiple perspectives to understand why some narratives may be more privileged than others.*
- *Students consider how to improve their own community through constructive actions.*
- *Teachers incorporate technology into instruction, attend to students' abilities to think critically and creatively, and ensure that all students can communicate and collaborate in a global society that values multiple perspectives, languages, and worldviews.*
- *Students ask open-ended questions and explore a variety of primary and secondary sources to develop a claim.*
- *Students explore a variety of texts (census records, religious texts, memoirs, and government propaganda), learn to identify a document by its purpose—whether it be persuasive, narrative, or autobiographical—and evaluate its purpose and context.*
- *Students learn about democratic rights and how these rights have been constructed, challenged, and contested and continue to be reshaped.*

English Language Arts Standards, CA Common Core - Focus Areas

- **READING:**
 - *Identify the missing perspective and biases in a given source*
 - *Compare and contrast multiple perspectives*
 - *Evaluate different versions of a historical event in different mediums*
 - *Synthesize concepts from a variety of sources*
- **WRITING:**
 - *Gather information from credible sources*
 - *Conduct short and long-term research projects based on self-generated questions*
 - *Use technology to produce, publish and interact with others*

The California FAIR ACT (SB-48)

The Fair Education Act amends the California Education Code to include the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people into educational textbooks (by 2015) and the social studies curricula:

- 51204.5. *"Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society."*

Teaching Tolerance Social Justice Standards

- IDENTITY
 - *I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.*
 - *I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.*
- DIVERSITY
 - *I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.*
 - *I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.*
- JUSTICE
 - *I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.*
 - *I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.*
- ACTION
 - *I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.*
 - *I take responsibility for standing up to exclusion, prejudice, and injustice.*



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

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

Submitting School(s): Dougherty Valley High School

New Course Title: XR for Social Good		<input type="checkbox"/> Honors		<input type="checkbox"/> AP		<input type="checkbox"/> ROP								
This course replaces course #: n/a		Previous Course Title: n/a												
For School Year: 2021-2022		Grad requirement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted Grade: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
College Prep: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Course Length: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year		Credits: <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 10										
Non Academic: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		CBEDS CTE: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		NCAA: <input type="checkbox"/> Yes <input type="checkbox"/> No										
Prerequisite(s) for this Course: AP Computer Science A														
Co-Requisite(s) for this Course: VS.Net														
DEPARTMENT														
<input type="checkbox"/>	English	010	<input type="checkbox"/>	Science	040	<input type="checkbox"/>	Fine Arts	070	<input type="checkbox"/>	ROP		100		
<input type="checkbox"/>	Mathematics	020	<input type="checkbox"/>	Physical Education	050	<input type="checkbox"/>	World Language	080						
<input type="checkbox"/>	Social Science	030	<input checked="" type="checkbox"/>	Applied Arts	060	<input checked="" type="checkbox"/>	Electives	090						
SUBJECT AREA														
<input type="checkbox"/>	Language Arts	A	<input type="checkbox"/>	U.S. History	D	<input type="checkbox"/>	Life Science	G	<input type="checkbox"/>	Voc/Applied Arts	J	<input type="checkbox"/>	Health	M
<input type="checkbox"/>	Mathematics	B	<input type="checkbox"/>	Civics	E	<input type="checkbox"/>	Physical Science	H	<input type="checkbox"/>	Fine Arts	K	<input checked="" type="checkbox"/>	Electives	N
<input type="checkbox"/>	World History	C	<input type="checkbox"/>	Economics	F	<input type="checkbox"/>	World Language	I	<input type="checkbox"/>	Physical Ed	L			
MEETS the following UC a-g REQUIREMENT														
<input type="checkbox"/>	Social Studies (a)		<input type="checkbox"/>	Mathematics (c)		<input type="checkbox"/>	World Language (e)		<input checked="" type="checkbox"/>	Electives (g)				
<input type="checkbox"/>	English (b)		<input type="checkbox"/>	Lab Science (d)		<input type="checkbox"/>	Visual/Performing Arts (f)							
COURSE FUNDING – Cost Neutral courses will be given priority														
Donations to be asked for course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						If Yes, how much: \$								
Start-up cost including books, materials, equipment: \$ 0						Funding Source: n/a								
Annual reoccurring costs for the course: \$ 100-500						Funding Source: Dougherty Valley High School								

COURSE PROPOSAL SUBMISSION ACKNOWLEDGEMENTS

POSITIONS	NAME	SITE	SIGNATURE	DATE
Course Proposed By:	Azine Davoudzadeh	DVHS	<i>Azine Davoudzadeh</i>	11/27/20
Department Chair:	Azine Davoudzadeh	DVHS	<i>Azine Davoudzadeh</i>	11/27/20
Counselor:	Rajni Nijjer	DVHS	<i>Rajni Nijjer</i>	11/30/20
Department Admin:	<i>William Faraghan</i>	DVHS	William Faraghan	11/30/20
Principal:	Evan Powell	DVHS	<i>Evan Powell</i>	11/30/20
List Other Schools' Department Chairs Who Have Been Contacted:	Sean Raser, Cal High, Bhupinder Anwar, Monte Vista High			

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

New Course Proposal Course Outline - High School Curriculum

COURSE TITLE:XR for Social Good
NEEDS STATEMENT/NEEDS ASSESSMENT
<p>a) What need does this course/program fulfill that cannot be met by existing courses/programs?</p> <p>Currently, our computer science programs are limited by only offering an introductory course and Advanced Placement Computer Science A. Both of these courses heavily rely on programming basics but do not investigate technology development for the real world. This course was designed to both offer projects that are applicable to the world of work and also fulfill a local need. Using problem based learning and design thinking principles, to identify community problems, technological solutions will be explored and brought to life. Learning the Unity software, which is an advanced industry level program, will prepare students for jobs in software development, program management, data visualization, teaching, game design, architecture, film and mathematics. We are working on including a Unity certification as part of this course as well. This course will also build on students soft skills such as working on teams to develop prototypes.</p>
<p>b) How was this need determined? (Include data and documentation collected.)</p> <p>After communicating with technology industry professionals, it seems that the trends of programmers, designers, UI, UX and other related jobs are on the rise. According to the U.S. Bureau of Labor Statistics, software developers job prospects are predicted to grow by 29% by the year 2029. This course would prepare students for working in STEM, informational technology or programming jobs as well as declaring a computer science or game design major at any University. Dougherty students have said having programs that could speak to their passions in the community and prepare them for college or the world of work are what they are looking for. This also allows computer science students to build upon their skills obtained in the CS pathway https://www.bls.gov/fooi/computer-and-information-technology/software-developers.htm#tab-6</p>
EFFECTS ON OTHER ASPECTS OF THE SCHOOL/DISTRICT PROGRAM
<p>a) What groups of students and how many will be impacted by the change?</p> <p>Students who are taking our existing computer science courses (VS Net and Advanced Placement Computer Science) will be impacted positively by this change so that they can continue to grow their programming knowledge and apply it to more tangible solutions. Currently, there is a huge gap in gender and marginalized communities with only 27% of the STEM industry being female in 2019. We believe that by introducing other industry level skills like 3D modeling, presentation skills, animation, and applying those to more hands on applications we will be able to attract more females/mnhorities to take this class and enter the computer science pathway since studies show more visual elements engage a wider variety of students. Between the two instructors this would be roughly 320 students.</p>
<p>b) What special skills, training, experience, and/or credential will be required of the instructor?</p> <p>The current instructor who is teaching the prerequisites has the experience necessary to teach this course and may only need minimal training to continue to teach this course in the future. Unity certification is encouraged and may be a small cost for this course.</p>
<p>c) What affect will this proposal have on staff assignments?</p> <p>This will not affect our electives courses significantly since it is a related Computer Science course and a qualified teacher who is already on staff, Azine Davoudzadeh, plans to teach it.</p>
SUSTAINABILITY
<p>a) How is this course sustainable over time?</p> <p>This course is focused on preparing students for real-world technology development and team building strategies. The newest software will be researched and implemented into the classroom as updates are available. Additionally, students themselves will have access to explore new technology/software in their own projects, and are not limited to using old/outdated softwares. This freedom of choice will encourage students to continue to show interest in this course over time as it will evolve to the times.</p>
COURSE/PROGRAM COST - Cost Neutral courses will be given priority
<p>a) Personnel. List position(s). (Include teachers, paras, student help, and annual cost.)</p> <p>The teacher required to teach this new course would include, Azine Davoudzadeh, who has received training on Unity software, design thinking, and the problem based learning model. She has been trained through the Samsung Solve for Tomorrow and Mindspark education professional development program.</p>
<p>b) Major supplies and services. (Include textbooks, software, training, contracts for services, etc.)</p> <p>The Unity software is required and is offered for free to non for profit educational institutions, such as ours. The room 4204 intended to offer this course has this software already installed on its computers. https://learn.unity.com/educators</p>
<p>c) Capital Outlay. (Include machines, computers, remodeling space, large items.)</p> <p>Computers with specifications necessary to run a virtual reality head mounted device have been purchased through the prize won from Samsung Solve for Tomorrow led by Azine Davoudzadeh and her students from the XR EDU Club. Also, we will provide Oculus Quest 2 headsets to every student in class to develop for this system.</p>
<p>d) Total estimated startup cost. How much money will be needed to offer this class next fall? (Include materials, textbooks, hardware, software, etc.)</p> <p>\$0.00 will be needed to offer this course next fall due to our already received grant from Samsung.</p>
<p>e) Total estimated reoccurring costs. How much will it cost to run this program annually? (Include material replacement, repairs, contracts, etc.)</p> <p>The only cost that may be needed is further training for the instructor or if new instructors join. This cost may be supplemented by free on-line resources but could be from \$100-\$500 annually.</p>
<p>f) List funding sources that will be used to pay for the above costs.</p> <p>Funding has been provided by the Samsung Solve for Tomorrow contest winnings. Further training to cover annual teacher training may come from CTE or School site funds as needed.</p>

Department:	Electives/Information Technology or Visual Performing Arts (VAPA)		
Course Title:	XR for Social Good		
Grade Level:	10-12		
Course Length:	1 year		
Credits:	10		
Prerequisites/Guidance Information:			
Graduation Requirement:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
UC/CSU Credit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Course Description: (As it would appear in the Course Catalog)			
In this hands-on, experiential course, you will design and develop virtual and augmented reality applications in order to solve local problems in the community. You'll learn how to use the Unity game engine, the most popular platform for creating immersive applications. You'll learn how to apply the problem based learning model along with design thinking best-practices in teams to rapid prototype solutions. Guest lectures and industry connections will further connect you to this growing field. You will work in groups to build an application for the Oculus Quest 2 headset.			
Major Instructional Objectives for the Course - On completion of the course, the student will be able to:			
Upon completion of the course, students will be able to work with a team to develop a working prototype to address a relevant community problem using the Unity software and Oculus Quest 2 headset. They will learn how to approach problems using problem based learning models and design thinking processes.			
Instructional Materials/Resources: Priority will be given to cost-neutral courses. Every attempt should be made to acquire digital and Open Educational Resources. NOTE: Instructional Material Board Approval Request (Step 2) must be submitted after course is approved. It does not happen automatically.			
Title: No Books will be used for this course.	Author:		
Publisher:	Copyright:		
Title:	Author:		
Publisher:	Copyright:		
Supplemental Material:			
Title:	Author:		
Publisher:	Copyright:		
Basis for Student Evaluation/Grading:			
Students will be evaluated based upon technical criteria and collaborative rubrics. They will understand and use the Unity software to apply object oriented programming, 3D modeling and the design thinking processes to define problems in their local communities. Areas of grading will include; mastery over Unity software interface and development, application towards problem solving, communication with peers to complete goals in timely manner and successful documentation of prototype. Presentations will be included.			
Compliance with District Mission/Goals: (Which ones, and in what way?)			
According to the Framework for Excellence in SRVUSD, this course fulfills the following mission goals for our students by providing, California State Standards curriculum for self-directed learning, project based experiences, performance based assessment and career and college exploration/readiness. It will also build relationships through team based projects that further develops, collaboration, communication and critical thinking. Since this course will tackle a community problem through a technology solution, it will provide skills that will lead to successful post high school work opportunities and preparation for College. The projects within the scope of this course provide rigorous self paced xr development and performance assessments. It also tackles collaboration and critical thinking components through the team based problem solving applications.			
Compliance with State Framework(s): (Which ones, and in what way?)			
According to the SRVUSD LCAP goals that are aligned with state priorities this course would fulfill the following frameworks, 1) Provide standards-based instructional materials (incl technology and assistive tech support) for all students and professional development for teachers, 2) Increase the percentage of students who demonstrate college, career and community readiness and 3) Expand course offerings to increase opportunities for all students. <small>The rationale for how this course fulfills those frameworks are: 1) Providing training on industry level software aligned with the CA-state standards which includes technology and updating skills for instructors based upon new advancements 2) Students who take this course will learn how tech companies use design thinking and problem solving approaches to develop cutting edge technology which supports students in being college and career ready this includes soft skills for the world of work and technical skills 3) This course is intended to be the third course in the ICT pathway with prerequisite courses of Advanced Placement Computer Science A</small>			

SIGNATURESPrepared by: Azine DavoudzadehDate: November 25, 2020Principal Approval: Evon PowellDate: 12/14/20

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

2/9/21
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Item 11.1

DATE: February 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL
CHANGES

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Certificated Personnel Changes.

BUDGET IMPLICATIONS:

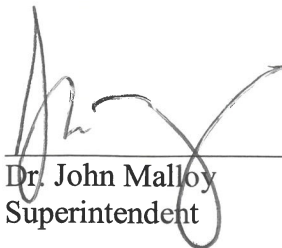
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Keith Rogenski
Assistant Superintendent
Human Resources



Aileen Parsons
Director
Human Resources



Dr. John Malloy
Superintendent

Item Number

11.1

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - February 9, 2021

Resignations/Retirements

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Date</u>	<u>Reason</u>
Robyn	Moreno	Teacher, Elementary	0.500	VG	06/04/21	Resignation
Gill	Paraskevi	Teacher, Elementary	1.000	TH	06/04/21	Resignation
Kathy	Saca	Teacher, Resource	1.000	MV	06/04/21	Retirement

2020-21 Leaves of Absence - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Katherine	Olson	Teacher, High	1.000	MV	01/05/21-01/26/21
Lisa	Ramsey*	Teacher, Elementary	0.200	TH	01/04/21-03/29/21

2020-21 Temporary Employment - Partial Year

<u>First</u>	<u>Last</u>	<u>Assignment</u>	<u>FTE</u>	<u>Loc</u>	<u>Effective Dates</u>
Paul	Rhodes*	Teacher, Elementary	0.444	LO	01/04/21-06/04/21

*Revised

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

DATE: February 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL
CHANGES

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Classified Personnel Changes.

BUDGET IMPLICATIONS:

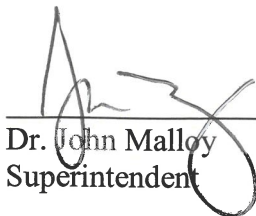
All recommendations for changes are presently within approved budget categories or have received specific Board approval.



Nancy J. Gamache
Director, Human Resources



Keith Rogenski
Assistant Superintendent, Human Resources



Dr. John Malloy
Superintendent

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL CHANGES - February 9, 2021

Separation

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Action</u>	<u>Eff Date</u>
Christine	Salisbury	Child Nutrition Assistant	GV	Resign	01/22/21
Cindy	McCann	Child Nutrition Manager I	WR	Resign	01/16/21
Kathy	Barberi	Classroom Para	GL	Resign	01/30/21
Jason	Xiong	College & Career Coordinator	SR	Resign	01/23/21
Sarah	Lopez	Director of Communications & Community Relations	SUP	Resign	02/12/21
Jessica	Arcas	Noon Duty Supervisor	WR	Resign	01/21/21
Sripriya	Purushothaman	Noon Duty Supervisor	WR	Resign	01/20/21
Adam	Haas	Special Education Para	MV	Resign	01/20/21

Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Margaret	Brucker	Autism Specialist Para	GB	27.00	Cat.	01/15/21
Junitha	Rajendran	Classroom Para	RR	18.50	Ext.	01/15/21
Therese	Woodruff	School Office Assistant, Elementary	TH	7.50	Ext.	01/12/21
Fernando	Ortiz	Textbook Coordinator	DH	19.50	Dist.	01/08/21
Ami	Parikh	Sr. Primary Intervention Para	HH	19.50	Cat.	01/20/21

Voluntary Transfer

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Keli	Dagbovie	Special Physical Health Care Asst. to Special Physical Health Care Asst.	GV ES	30.00 21.50	Dist. Dist.	01/05/21

Increase in FTE

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Kelly	Otis	Autism Specialist Para to Autism Specialist Para	WD WD	18.00 35.50	Cat. Cat.	01/20/21

Short Term Employment

<u>First</u>	<u>Last</u>	<u>Classification</u>	<u>Loc</u>	<u>Wkly Hrs</u>	<u>Fund</u>	<u>Eff Date</u>
Jamie	Nguyen	Classroom Para	RR	5.00	Dist.	12/18/20 - 06/03/21

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

2/9/21
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Item 11.3

DATE: February 9, 2021

TOPIC: RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates January 9, 2021 through February 3, 2021 . Detailed warrant registers are available in the District’s Business Office for public inspection.


Fund Number	Fund Name	Vendor	Salary	Total
		Warrants	Warrants	
1	General Fund	7,186,443.87	12,022,259.40	
5	Warrant Pass Through Fund	13,315,201.98		
13	Child Nutrition Fund	135,838.83	165,490.52	
21	Building Fund	1,374,291.71	58,939.73	
25	Capital Facilities Fund	31,123.73		
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	5,450.24		
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	109,145.95		
71	Retiree Benefit Fund			
76	Warrant Pass Through Fund			-
77	Payroll A/P Clearing			-
	Total All Funds	22,157,496.31	\$12,246,689.65	\$34,404,185.96

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

BUDGET IMPLICATIONS: As noted above.



Nicole Kugler
Director, Business Services



Dr. John Malloy
Superintendent



Greg Medici
Chief Business Office

<p>11.3 Item Number</p>

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

DATE: February 9, 2021


TOPIC: DECLARATION OF SURPLUS PROPERTY

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

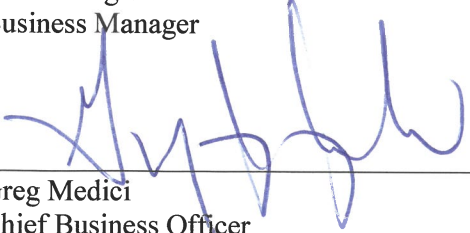
Quantity	Item
27	HP 11G3 Chromebooks
32	HP 11G4 Chromebooks
67	Samsung 500C Chromebooks
243	Samsung 303C Chromebooks
8	Mixed Lot Chromebooks (Acer, Asus, Dell)

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

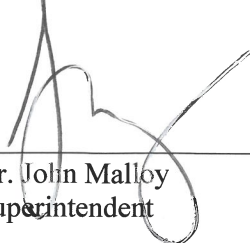
BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.



Nicole Kugler
Business Manager



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

2/9/21

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Item 11.5

DATE: February 9, 2021

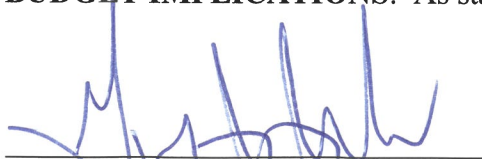
TOPIC: CONSIDERATION OF APPROVAL OF CONTRACTS/PURCHASES
OVER \$50,000

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

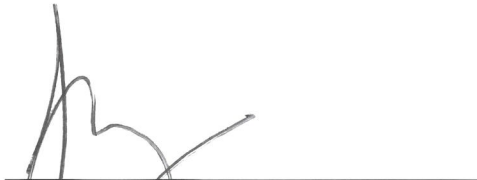
Vendor Name	Item	Amount	Funding
Agile Force	COVID Testing for Students & Staff	>\$50,000	Unrestricted GF
Benchmark Inspections	Inspection of Record (IOR) - Twin Creeks Elementary School modernization	\$147,840	Measure D
Keenan & Assoc.	Self-Funded Insurance Claims FY 2020-21	\$100,000	Self Ins. Fund
School Excess Liability Fund (SAFER)	CA Child Victim Act "AB 218" liability exposure for FY 1996-97, 1999-00, 2006-07	\$141,954	Self Ins Fund
tBP Architecture	Architectural Design for the Art & Science labs at Venture School	\$76,600	Building Fund
Stepping Stones Group	NPA/NPS Services for Student 1/04/21-6/3/21	\$65,170	Sp.Ed.
Stepping Stones Group	NPA/NPS Services for Student 1/11/21-6/3/21	\$70,680	Sp.Ed.

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

BUDGET IMPLICATIONS: As stated above.



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

11.5
Item Number

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

2/9/21

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Item 11.6

DATE: February 9, 2021

TOPIC: CONSIDERATION OF ACCEPTANCE OF DONATION FROM
COMMUNITY MEMBER

DISCUSSION:

The district has received a tremendously gracious donation in the amount of \$929,773 from Sheila Truschke and The Truschke Family Living Trust. The donation is intended for the benefit of a scholarship fund for students who have learning disabilities and financial need at San Ramon Valley High School.

The district will work with its auditors to properly restrict the funds in a separate account. The district will also align the funds with all applicable polices including and not limited to Board Policies 3290 and 5126.

The district is in the process of developing a mechanism to distribute the donation over time. Before any funds are distributed the district will bring a final recommendation for the board's approval at a future board meeting.

RECOMMENDATION: Accept the donation from the Truschke Family Living Trust.

BUDGET IMPLICATIONS: N/A



Greg Medici
Chief Business Officer



Dr. John Malloy
Superintendent

11.6

Item Number

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

DATE: February 9, 2021

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 48/20-21,
APPROVING THE TWIN CREEKS ELEMENTARY SCHOOL CLASSROOM
MODERNIZATION PROJECT AUTHORIZING CALIFORNIA
ENVIRONMENTAL QUALITY ACT NOTICE OF EXEMPTION

DISCUSSION: Consistent with the California Environmental Quality Act (CEQA), staff has reviewed plans for the construction of the Twin Creeks Elementary School classroom modernization project and has determined that the project is categorically exempt. The modernization of the permanent and four relocatable classrooms is considered minor in nature and will not have a significant effect on the environment.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 48/20-21, approving the Twin Creeks Elementary School classroom modernization project authorizing CEQA Notice of Exemption.

BUDGET IMPLICATIONS: \$50.00 filing fee


Erin Hirst
Assistant Director, Facilities Development

Daniel S. Hillman
Daniel Hillman
Assistant Superintendent
Business Operations & Facilities


John Malloy
Superintendent

11.7
Item Number

RESOLUTION NO. 48/20-21

**CONSIDERATION OF ADOPTION OF RESOLUTION APPROVING THE
TWIN CREEKS ELEMENTARY SCHOOL CLASSROOM MODERNIZATION
PROJECT AND AUTHORIZING A CALIFORNIA ENVIRONMENTAL QUALITY ACT
NOTICE OF EXEMPTION**

WHEREAS, with the passage of Measure D in November of 2012, the San Ramon Valley School District included the modernization of Twin Creeks Elementary School as part of the bond projects; and

WHEREAS, in working with the district architect, Quattrocchi Kwok Architects (QKA), and a school advisory committee designs have been established for the project that include modernization of the permanent classroom buildings with new siding, canopies, roofs and new finishes with related civil, electrical, mechanical and fire alarm work and modernization of four relocatables including new flooring and wall finishes; and

WHEREAS, it was determined that the above mentioned plan would make the most efficient use of the existing facilities; and

WHEREAS, California Code of Regulations, Title 14, section 15301, specifically exempts from the provisions of the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.*, "CEQA") for existing facilities the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and

WHEREAS, California Code of Regulations, Title 14, section 15302, specifically exempts from the provisions of the California Environmental Quality Act the replacement or reconstruction of existing structures and facilities, including schools, where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced; and

WHEREAS, the Project does not involve any of the following and so is eligible for the categorical exemptions as described above under California Code of Regulations, Title 14, and section 15300.2:

- (a) The cumulative impact of successive projects of the same type in the same place, which over time is significant;
- (b) An activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances;
- (c) A project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway;

- (d) A project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code; or
- (e) A project which may cause a substantial adverse change in the significance of a historical resource.

WHEREAS, upon a determination that the Project is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, Title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED that the Board adopts the foregoing recitals as true and correct.

BE IT FURTHER RESOLVED that the Board finds that the Project is in the best interests of the District, and will increase safety and benefit students, staff, parents, visitors, and the community at large, and on that basis, the Board approves the Project.

BE IT FURTHER RESOLVED that the Board hereby finds that the Project is categorically exempt from the requirements of CEQA pursuant to Sections 15301, and 15302 of Title 14 of the California Code of Regulations, that none of the exceptions set forth in California Code of Regulations, Title 14, section 15300.2 apply to the Project, and that the Project will not have a significant effect on the environment; and

BE IT FURTHER RESOLVED that the Board hereby directs District staff to file a Notice of Exemption together with a certified copy of this Resolution with the County Clerk of Contra Costa County in accordance with the terms of CEQA and its implementing regulations.

PASSED AND ADOPTED at the regular meeting of this Board held on February 9, 2021 by the following called vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

Notice of Exemption

Form D

To: Office of Planning and Research
P.O. Box 3044, Room 212
Sacramento, CA 95812-3044

From: (Public Agency) San Ramon Valley USD
3280 Crow Canyon Road
San Ramon, CA 94583

(Address)

County Clerk
County of Contra Costa
555 Escobar Street
Martinez, CA 94553

Project Title: Twin Creeks Elementary School Classroom Modernization Project

Project Location - Specific:
2785 Marsh Drive, San Ramon, CA 94583

Project Location - City: San Ramon Project Location - County: Contra Costa

Description of Nature, Purpose and Beneficiaries of Project:
Modernization of all permanent classroom buildings including new siding, canopies, roofs and finishes with related vil, electrical, mechanical and fire alarm work. Four relocatables will be modernized with new flooring and wall finishes.

Name of Public Agency Approving Project: San Ramon Valley Unified School District

Name of Person or Agency Carrying Out Project: San Ramon Valley Unified School District

Exempt Status: (check one)

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Sections 15301 and 15302
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Section 15301 Existing Facilities consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alterations of existing public facilities involving negligible or no expansion of use. Section 15302 Replacement or Reconstruction of existing structures where the new structure will be located on the same site and have the same purpose.

Lead Agency
Contact Person: Daniel Hillman Area Code/Telephone/Extension: 925-552-6960

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: Daniel S. Hillman Date: _____ Title: _____

- Signed by Lead Agency
 - Signed by Applicant
- Date received for filing at OPR: _____

Revised 2005

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

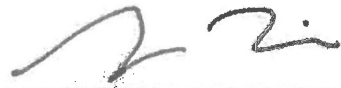
DATE: February 9, 2021

TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 49/20-21,
APPROVING THE CALIFORNIA HIGH SCHOOL KITCHEN
RENOVATION, FREEZER ADDITION AND LOADING ZONE PROJECT
AUTHORIZING CALIFORNIA ENVIRONMENTAL QUALITY ACT
NOTICE OF EXEMPTION

DISCUSSION: Consistent with the California Environmental Quality Act (CEQA), staff has reviewed plans for the California High School kitchen renovation project and has determined that the project is categorically exempt. The kitchen renovation includes separating the campus and central kitchen functions, the addition of an outdoor freezer and revised loading zone will not have a significant effect on the environment.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 49/20-21, approving the California High School kitchen renovation, freezer addition and loading zone project authorizing CEQA Notice of Exemption.

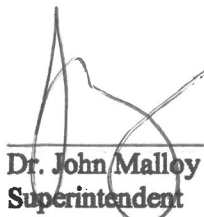
BUDGET IMPLICATIONS: \$50.00 filing fee



Erin Hirst
Assistant Director, Facilities



Daniel Hillman
Assistant Superintendent,
Business Operations & Facilities



Dr. John Malloy
Superintendent

11.8
Item Number

RESOLUTION NO. 49/20-21

CONSIDERATION OF ADOPTION OF RESOLUTION APPROVING THE CALIFORNIA KITCHEN RENOVATION, FREEZER ADDITION AND LOADING ZONE PROJECT AND AUTHORIZING A CALIFORNIA ENVIRONMENTAL QUALITY ACT NOTICE OF EXEMPTION

WHEREAS, with the passage of Measure D in November of 2012, the San Ramon Valley School District included the California High School kitchen renovation project as part of the bond projects; and

WHEREAS, in working with the district architect, Sugimura Finney Architects (SFA), and a school advisory committee preliminary designs have been established for the project that includes the renovation of the kitchen to separate campus and central kitchen functions, installation of a new outdoor freezer and a revised loading zone with leveled delivery truck parking; and

WHEREAS, it was determined that the above mentioned plan would make the most efficient use of the existing facilities; and

WHEREAS, California Code of Regulations, Title 14, section 15301, specifically exempts from the provisions of the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.*, "CEQA") consistent with CEQA (Section 15301) guidelines with respect to existing facilities the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and

WHEREAS, California Code of Regulations, Title 14, section 15304, specifically exempts from the provisions of the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.*, "CEQA") consistent with CEQA (Section 15304) guidelines with respect to minor alterations to land where minor public or private alterations in the condition of land, water, and/or vegetation do not involve removal of healthy, mature, scenic trees except for forestry and agricultural purposes; and

WHEREAS, California Code of Regulations, Title 14, section 15314, specifically exempts from the provisions of the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.*, "CEQA") consistent with CEQA (Section 15314) guidelines with respect to minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less; and

WHEREAS, the Project does not involve any of the following and so is eligible for the categorical exemptions as described above under California Code of Regulations, Title 14, and section 15300.2:

- (a) The cumulative impact of successive projects of the same type in the same place, which over time is significant;
- (b) An activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances;

- (c) A project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway;
- (d) A project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code; or
- (e) A project which may cause a substantial adverse change in the significance of a historical resource.

WHEREAS, upon a determination that the Project is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, Title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED that the Board adopts the foregoing recitals as true and correct.

BE IT FURTHER RESOLVED that the Board finds that the Project is in the best interests of the District, and will increase safety and benefit students, staff, parents, visitors, and the community at large, and on that basis, the Board approves the Project.

BE IT FURTHER RESOLVED that the Board hereby finds that the Project is categorically exempt from the requirements of CEQA pursuant to Sections 15301, 15304 and 15314 of Title 14 of the California Code of Regulations, that none of the exceptions set forth in California Code of Regulations, Title 14, section 15300.2 apply to the Project, and that the Project will not have a significant effect on the environment; and

BE IT FURTHER RESOLVED that the Board hereby directs District staff to file a Notice of Exemption together with a certified copy of this Resolution with the County Clerk of Contra Costa County in accordance with the terms of CEQA and its implementing regulations.

PASSED AND ADOPTED at the regular meeting of this Board held on February 9th, 2021 by the following called vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

Notice of Exemption

Form D

To: Office of Planning and Research
P.O. Box 3044, Room 212
Sacramento, CA 95812-3044

From: (Public Agency) San Ramon Valley USD
3280 Crow Canyon Road
San Ramon, CA 94583

(Address)

County Clerk
County of Contra Costa
555 Escobar Street
Martinez, CA 94553

Project Title: California High School Kitchen Renovation, Freezer Addition and Loading Zone Project

Project Location - Specific:
9870 Broadmoor Drive, San Ramon, CA 94583

Project Location – City: San Ramon Project Location – County: Contra Costa

Description of Nature, Purpose and Beneficiaries of Project:
Renovation of the California High School Kitchen to separate the campus kitchen from the main kitchen functions, add and outdoor freezer and revise the loading zone with leveled delivery truck parking.

Name of Public Agency Approving Project: San Ramon Valley Unified School District

Name of Person or Agency Carrying Out Project: San Ramon Valley Unified School District

Exempt Status: (check one)

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Sections 15301, 15304 amd 15314
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Section 15301 Existing Facilities consists of the operation, repair, maintenance, permitting, lo Land that easing, licensing, or minor alterations of existing public facilities involving negligible or no expansion of use. (a) Interior or exterior alterations involving such things as interior paritions, plumbing, and electrical conveyances. Section 15304 Minor Alerations to Land where the alterations in the condition of the land, water, and/or vegetation do not involve removal of healthy, mature, scenic trees. (f) Minor trenching and backfilling where the surface is restored. Section 15314 Minor Addition to Schools where the addition does not increase capacity by more than 25% or ten classrooms.

Lead Agency
Contact Person: Daniel Hillman Area Code/Telephone/Extension: 925-552-6960

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: Daniel S. Hillman Date: _____ Title: _____

- Signed by Lead Agency
 - Signed by Applicant
- Date received for filing at OPR: _____

Revised 2005

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

DATE: FEBRUARY 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF BID AWARD FOR
CHARLOTTE WOOD MIDDLE SCHOOL MODERNIZATION

DISCUSSION: On January 28, 2021 the District received and publicly opened bids for the Charlotte Wood Middle School modernization project. The bid results are listed below.


Bid #836			
Contractor	Base Bid	10% Contingency	Total Not to Exceed
W.A. Thomas Co., Inc.	\$7,070,000	\$707,000	\$7,777,000
J-Walt Construction, Inc.	\$7,468,000		
CWS Construction Group, Inc.	\$7,475,000		
Sausal Corporation	\$7,685,000		
Arntz Builders, Inc.	\$7,725,904		
W.E. Lyons Construction Co.	\$7,800,000		
E F Brett & Company, Inc.	\$7,965,000		
DL Falk Construction, Inc.	\$8,049,000		
Mar Con Builders, Inc.	\$8,444,355		
Alten Construction, Inc.	\$8,800,000		
F & H Construction	\$8,809,000		
Rodan Builders, Inc.	\$9,644,000		

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

- W.A. Thomas Co., Inc., for a total not-to-exceed amount of \$7,777,000.

BUDGET IMPLICATIONS: As shown above – Fund 21 (Measure D)


Erin Hirst
Assistant Director, Facilities


Daniel Hillman
Assistant Superintendent
Business Operations and Facilities


Dr. John Malloy
Superintendent

11.9

Item Number

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

DATE: FEBRUARY 9, 2021

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

DISCUSSION: At the January 27, 2021 Facilities Oversight and Advisory Committee (FOAC) meeting, the Finance Subcommittee reviewed the Master Program Budget (MPB) and recommended acceptance by the full committee. The FOAC accepted the amended MPB and the budget changes that are reflected on the MPB Comparison Report and recommends Board approval.

The revised MPB is attached and has been updated to include actual expenditures through December 31, 2020.

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

BUDGET IMPLICATIONS: None



Erin Hirst
Assistant Director, Facilities

Daniel S. Hillman

Daniel Hillman
Assistant Superintendent
Business Operations and Facilities



Dr. John Malloy
Superintendent



San Ramon Valley Unified School District
Measure D Master Program Budget

Fiscal Period	Measure D Funding		Local Funding		State CTE Grant	Non-Measure D Funding	Sub-Total Per Fiscal Year	Transfer Based Incentive To CSP	Total Per Fiscal Year
	Measure D Bond	Measure D Interest Income	Developer Fee	Other Local					
Prior Fiscal Years									
Fiscal Year 2012-2013	74,000,000	85,831					75,000,831	(85,831)	74,995,000
Fiscal Year 2013-2014		211,331					211,331	(211,331)	0
Fiscal Year 2014-2015	125,000,000	298,278		800,000			126,098,278	(298,278)	125,800,000
Fiscal Year 2015-2016		953,815	404,000		818,151		2,175,486	(953,815)	1,222,151
Fiscal Year 2016-2017		1,300,550					2,888,850	(1,300,550)	1,450,000
Fiscal Year 2017-2018		1,538,859				1,480,000	61,866,724	(1,538,859)	60,005,000
Fiscal Year 2018-2019	80,005,000	1,964,724					1,227,942	(1,227,942)	-
Fiscal Year 2019-2020		1,227,942					(331,565)	(174,899)	(406,463.00)
Fiscal Year 2020-2021		74,888							
Anticipated					(406,463)				
Total Funding	\$ 280,000,000	\$ 7,653,728	\$ 484,800	\$ 800,000	\$ 411,658	\$ 1,480,000	\$ 270,718,418	\$ (7,683,728)	\$ 263,066,688

Approved BUDGET through 12-15-20 - EXPENDITURES through 12-31-20

Proj ID	Project	Measure D Funding & Interest	State Funding	Other Funding	ROM Estimate March 11, 2014	Previously Approved 12-15-20	Proposed Current 12-31-20	Type of Estimate	Unspent Encumbrance	Expensed To Date	Remaining Budget	Percentage Complete
Completed or Near Completed Projects												
0504	Bella Vista	\$1,810,785		800,000	26,983,912	32,410,785	32,410,785		-	32,410,785	-	100%
0525	Cal High Bleachers	1,046,442			1,484,200	1,046,442	1,046,442		-	1,046,442	-	100%
0522	Del Arroyo Replace Fire Alarm and Intercom	154,286			288,740	104,088	104,088		-	104,088	-	100%
0505	DVHS Classroom Building	\$ 585,227	\$ 111,598		9,916,277	6,999,915	6,999,915		-	6,999,915	-	100%
0506	DVHS GTAE				1,845,820	-	-		-	-	-	0%
0532	Los Carros Restrooms	48,135			787,080	48,135	48,135		-	48,135	-	100%
0524	MVHS Bleachers	1,748,764			1,828,800	1,748,764	1,748,764		-	1,748,764	-	100%
0519	MVHS Seismic	1,215,287			1,580,062	1,215,287	1,215,287		-	1,215,287	-	100%
0518	Nail Armstrong Seismic	1,721,847			2,463,254	1,721,847	1,721,847		-	1,721,847	-	100%
0523	SRVHS Bleachers	1,778,038			2,116,801	1,778,038	1,778,038		-	1,778,038	-	100%
0528	SRVHS Pool Solar	43,855			308,650	43,855	43,855		-	43,855	-	100%
0534	Tassajara Hills Relocatable Renovation	58,882			243,880	58,882	58,882		-	58,882	-	100%
0509	Twin Creeks Administration Building	2,132,537		404,000	6,253,747	2,536,537	2,536,537		-	2,536,537	-	100%
0517	Walt Disney Seismic	843,680			1,580,642	843,680	843,680		-	843,680	-	100%
0521	Upgrade Electrical Multiple Sites	151,822			505,205	151,822	151,822		-	151,822	-	100%
0538	Cal High Pedestrian Bridge	267,055			263,600	267,055	267,055		0	267,055	-	100%
0508	Cal High Science Modernization	3,819,706			4,757,187	3,819,706	3,819,706	(0)		3,819,706	-	100%
0533	DMMS Special Ed Restroom	161,074			271,800	161,074	161,074		0	161,074	-	100%
0507	San Ramon Valley High School	67,807,478		1,480,000	26,983,202	68,377,478	68,377,478		2,460,168	65,860,148	652,185	99%
0507	SRVHS Classroom Building	84,840,338		1,450,000	25,243,202	85,028,544	85,780,338		2,550,168	82,688,004	652,165	95%
0507	SRVHS Classroom Building-Interim Housing	5,162,142			450,000	3,288,334	3,162,142	(0)		3,162,142	-	100%
0539	SRVHS Classroom Building Phase 2	-			20,000,000	-	-		-	-	-	0%
0530	SRVHS Replace Fire Alarm	-			684,350	-	-		-	-	-	0%
0501	Stone Valley Middle School	43,581,324			37,407,470	43,581,324	43,581,324		7,427,164	34,876,000	678,662	80%
0501	SVMS	40,456,159			37,187,470	40,456,159	40,456,159		7,827,154	33,091,489	670,538	82%
0501	SVMS-Cafeteria Renovation	1,200,000			1,200,000	1,200,000	1,200,000		-	-	-	0%
0501	SVMS-Interim Housing	1,922,185			240,000	1,922,185	1,922,185		0	1,914,140	8,029	100%
0512	Golden View Modernization	10,022,442			10,251,180	10,022,442	10,022,442		31,848	9,985,193	67,401	99%
0513	Montevideo Modernization	9,035,913			9,705,162	9,035,913	9,035,913		74,454	8,771,897	189,762	97%
0511	Rancho Romero Modernization	5,886,000			7,051,148	5,886,000	5,886,000	(0)		4,214,706	1,471,204	74%
0510	Vista Grande Modernization	5,097,672			5,023,077	5,097,672	5,097,672		13,386	4,301,900	782,318	84%
0514	Queen Valley Modernization	8,258,800			8,983,937	8,258,800	8,258,800		84,694	6,081,711	62,295	67%
0515	Sycamore Valley Modernization	8,247,100			8,956,114	8,247,900	8,247,900		324,518	8,159,000	1,770,324	75%
Projects in Construction												
0531	Cal High Modernize Commons and Kitchen	2,395,800			2,145,800	2,395,800	2,395,800	D/R	142,750	458,621	1,794,429	19%
0530	Alamo Modernize Two Classrooms	1,217,600			417,800	817,900	1,217,600	D	25,673	14,881	1,177,846	1%
0516	Charlotte Wood Modernization	10,372,600			11,187,958	10,372,600	10,372,600	D	409,314	1,874,240	8,389,048	15%
0541	Twin Creeks Classroom Modernization	10,654,100			-	10,654,100	10,654,100	B	318,162	1,265,106	9,050,802	12%
District Wide Allocation by Type												
0537	ADA Upgrades District-Wide	1,175,800			1,175,770	1,175,800	1,175,800	A	-	237,017	938,783	20%
0537	CR and Infrastructure Technology	7,800,000			7,800,000	7,800,000	7,800,000	A	168,988	7,296,718	46,899	87%
0539	Energy Management Systems	1,405,100			1,705,050	1,405,100	1,405,100	A	27,096	1,340,665	37,339	95%
0527	Security Cameras	1,010,400			1,010,400	1,010,400	1,010,400	A	61,807	601,300	357,493	60%
Projects No Longer Being Reported												
0535	Tassajara Hills Land Purchase	-			684,280	-	-		-	-	-	0%
0540	Proposition 99 Energy Projects (not Measure D)	-			400,000	-	-		-	-	-	0%
Potential Future Project If Funds Become Available												
0539	MVHS Classroom Building	-			-	-	-		-	-	-	0%
Projects Subtotal		\$ 244,890,348	\$ 411,658	\$ 2,854,010	\$ 225,751,255	\$ 246,631,038	\$ 247,866,038		\$ 11,847,218	\$ 208,002,884	\$ 27,715,985	84%
0500	Measure D Program Expense	13,065,300			13,065,250	13,065,300	13,065,300		787,997	12,188,117	109,185	93%
	Construction Cost Escalation Reserve	-			32,203,000	-	-		-	-	-	-
	District Wide Interim Housing Reserve	(0)			-	-	(0)		-	-	(0)	-
	Program Reserve (normally 5% to 6%) (Units: % of Remaining Project Costs, Includes Escalation)	-			-	-	-		-	-	-	-
Program Expense & Reserve Subtotal		\$ 13,065,300	\$ -	\$ -	\$ 48,268,250	\$ 13,065,300	\$ 13,065,300		\$ 787,997	\$ 12,188,117	\$ 109,185	
Total Project & Program		\$ 287,845,648	\$ 411,658	\$ 2,854,010	\$ 286,019,505	\$ 289,696,338	\$ 289,551,338		\$ 12,635,216	\$ 220,176,971	\$ 27,825,169	
Program Balance (Unallocated Budget)						\$ 2,434,352						
						Total Program		\$ 283,665,688				
								Contingency projects - If funds are available				

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

Budget Changes: FOAC Recommended to Board 1.14.21 - Board Approved 1.28.21

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

San Ramon Valley USD - Measure D Program Budget
MIPB Comparison Report
Prepared: December 31, 2020
Expenditures through 12-31-2020

FUNDING			
Type of Funding	Previous Funding	Current Funding	Change
Measure D Bond	290,000,000	290,000,000	-
Interest Income	7,576,830	7,653,726	74,896
Developer Fee	404,000	404,000	-
Other Local	800,000	800,000	-
CTE Grant	516,151	411,688	(406,463)
Town of Danville	1,480,000	1,460,000	-
Transfer Measure D Interest Revenue to CIP	(7,576,830)	(7,653,726)	(74,896)
Total Funding	293,472,151	\$ 293,065,686	(406,463)

Proj ID	Project	Budget			Expenditures		
		Previously Reported 10-8-20	Current	Change	Previously Reported 10-8-20	Current Expenditures Thru 12-31-20	Change
Completed Projects/Near Completed							
0604	Bella Vista	32,410,785	32,410,785	-	32,410,785	32,410,785	-
0625	Cal High Bleachers	1,046,442	1,046,442	-	1,046,442	1,046,442	-
0622	Del Amigo Replaces Fire Alarm and Intercom	104,086	104,086	-	104,086	104,086	-
0605	DVHS Classroom Building	6,993,915	6,993,915	-	6,993,915	6,993,915	-
0606	DVHS GTAE	-	-	-	-	-	-
0632	Los Carros Restrooms	46,135	46,135	-	46,135	46,135	-
0624	MVHS Bleachers	1,748,784	1,748,784	-	1,748,784	1,748,784	-
0619	MVHS Seismic	1,215,287	1,215,287	-	1,215,287	1,215,287	-
0618	Nell Armstrong Seismic	1,721,845	1,721,845	-	1,721,847	1,721,847	-
0623	SRVHS Bleachers	1,778,036	1,778,036	-	1,778,036	1,778,036	-
0626	SRVHS Pool Solar	43,855	43,855	-	43,855	43,855	-
0634	Tassajara Hills Relocatable Renovation	59,982	59,982	-	59,982	59,982	-
0609	Twin Creeks Administration Building	2,536,537	2,536,537	-	2,536,537	2,536,537	-
0617	Walt Disney Seismic	843,680	843,680	-	843,680	843,680	-
0621	Upgrade Electrical Multiple Sites	151,822	151,822	-	151,822	151,822	-
0636	Cal High Pedestrian Bridge	267,055	267,055	-	267,055	267,055	-
0608	Cal High Science Modernization	3,619,706	3,619,706	-	3,619,706	3,619,706	-
0633	DVMS Special Ed Restroom	161,074	161,074	-	161,074	161,074	-
	San Ramon Valley High School	69,992,478	69,992,478	635,000	65,378,268	65,850,146	471,878
0607	SRVHS Classroom Building	65,028,544	65,863,544	635,000	62,216,128	62,688,004	471,876
0607	SRVHS Classroom Building-Interim Housing	3,268,934	3,268,934	-	3,162,142	3,162,142	-
0638	SRVHS Classroom Building Phase 2	-	-	-	-	-	-
0620	SRVHS Replace Fire Alarm	-	-	-	-	-	-
	Stone Valley Middle School	43,591,324	43,591,324	-	33,077,182	34,075,609	1,298,427
0601	SVMS	40,468,169	40,468,169	-	31,763,042	33,061,469	1,298,427
0601	SVMS-Cafeteria Renovation	1,200,000	1,200,000	-	-	-	-
0601	SVMS-Interim Housing	1,822,165	1,822,165	-	1,914,140	1,914,140	-
0612	Golden View Modernization	10,022,442	10,022,442	-	9,848,426	9,893,193	44,767
0613	Montevideo Modernization	9,935,913	9,935,913	-	8,703,472	8,771,697	68,225
0611	Rancho Romero Modernization	5,995,900	5,995,900	-	4,210,104	4,214,796	4,692
0610	Vista Grande Modernization	5,067,572	5,067,572	-	4,267,209	4,301,990	34,781
0614	Green Valley Modernization	6,258,800	6,258,800	-	6,068,833	6,061,711	13,178
0615	Sycamore Valley Modernization	8,247,900	8,247,900	-	6,118,510	6,153,060	34,550
Projects in Construction							
0631	Cal High Modernize Commons and Kitchen	2,395,800	2,395,800	-	455,371	488,621	3,250
0630	Alamo Modernize Two Classrooms	917,900	1,217,900	300,000	14,961	14,961	-
0616	Charlotte Wood Modernization	10,372,900	10,372,900	-	1,494,172	1,574,240	80,068
0641	Twin Creeks Classroom Modernization	10,654,100	10,654,100	-	998,177	1,288,106	289,928
District Wide Projects							
0637	ADA Upgrade District-Wide	1,175,800	1,175,800	-	237,017	237,017	-
CRTECH	CR and Infrastructure Technology	7,900,000	7,900,000	-	7,136,782	7,298,716	161,933
0629	Energy Management Systems	1,405,100	1,405,100	-	1,340,685	1,340,685	-
0627	Security Cameras	1,010,400	1,010,400	-	801,300	801,300	-
Projects Subtotal		246,531,838	247,988,936	935,000	205,443,185	206,002,854	2,559,667
0600	Measure D Program Expense	13,065,300	13,065,300	-	11,772,006	12,168,117	396,111
	Construction Cost Escalation Reserve	-	-	-	-	-	-
	District Wide Interim Housing Reserve	-	-	-	-	-	-
	Program Reserve	869,000	-	(869,000)	-	-	-
Program Expenses Subtotal		13,934,300	13,065,300	(869,000)	11,772,006	12,168,117	396,111
Total Project & Program		260,466,138	261,054,236	135,000	217,215,191	220,170,971	2,955,778
Program Balance (Unassigned Budgets)		2,975,915	2,434,352	(541,563)			
Total Program		263,442,053	263,488,588	(46,535)			

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

2/9/21
Page 65 of 74
Item 11.11

DATE: FEBRUARY 9, 2021

TOPIC: PREVIEW OF TEXTBOOKS

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

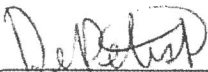
<i>Stamped: Racism, Anti-racism, and You (A Remix of the National Book Award-winning Stamped from the Beginning).</i>	Little, Brown and Company Jason Reynolds Copyright 2020	All Middle Schools Core Grades 7/8	\$14.10
<i>Continued on next page</i>			

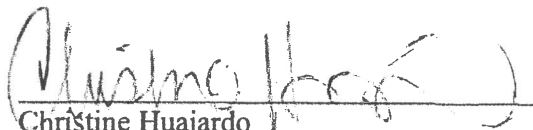
Stamped: Racism, Anti-racism, and You (A Remix of the National Book Award-winning Stamped from the Beginning) will be used throughout the entire school year to bridge the history curriculum in 7th grade with the history of the United States and to launch thematic history units as well as to corresponds with the writing done in English for informational, argument, and narrative in the Core 7/8 class. This book has been reviewed by Common Sense Media.

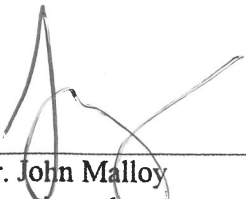
District Policy 6161.1, requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that these textbooks will be on display in the Educational Services Department Building D from February 9, 2021 through March 9, 2021. These textbooks will be presented to the School Board on March 9, 2021 for adoption.

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

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


Debra Petish
Director of Curriculum & Instruction


Christine Huajardo
Assistant Superintendent
Educational Services


Dr. John Malloy
Superintendent

11.11
Item Number

Preview of Textbooks, February 9, 2021, continued:

<i>Science Comics, The Brain</i>	First Second, Illustrated edition Tory Woollcott/Alex Graudins Copyright 2018	All Middle Schools Science Grade 6	\$10.69
<i>Enrique's Journey</i>	Random House Sonia Nazario Copyright 2014	All High Schools English, Social Justice Grade 12	\$12.50

Science Comics, The Brain will supplement the Science grade 6 curriculum making it more engaging during remote and in-person learning, while allowing students to continue learning away from the screen.

Enrique's Journey will supplement the Social Justice unit on immigration.

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

DATE: February 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF A NEW POSITION AND JOB DESCRIPTION FOR MANAGER OF DATA SYSTEMS

DISCUSSION:

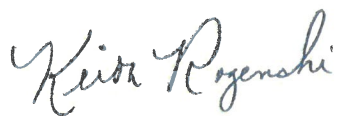
In response to a variety of needs pertaining to educational and information technology, the District has engaged in significant upgrading and restructuring of positions and resources in the Technology Department during the past two school years. To further improve the effectiveness, efficiency, and general functioning of the Technology Department and better address District needs, there is need to staff a new management position, Manager of Data Systems, and approve the job description developed for it. The incumbent in this position will oversee and provide leadership to ensure the integration of the District's myriad and complex data systems and supervise assigned technical staff.

RECOMMENDATION:

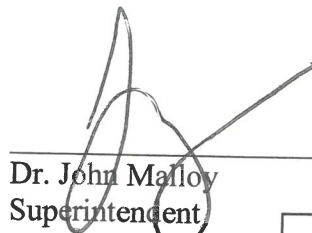
Approve the staffing of a new position and job description for Manager of Data Systems.

BUDGET IMPLICATIONS:

The Board's approval of the new job description itself has no financial impact; the staffing of this position will cost the General Fund approximately \$206,000.



Keith Rogenski
Assistant Superintendent
Human Resources



Dr. John Malloy
Superintendent

Item Number

11.12

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Manager of Data Systems	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Department	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR:	225 Days
BOARD APPROVAL:		SALARY:	Range I2 / Tier IV Management Salary Schedule

SUMMARY DEFINITION: The Manager of Data Systems oversees the integration of all district data platforms to ensure that data is shared efficiently, is accurate and secure. This position provides high-level data integration between multiple district data systems and creates database reporting applications in order to meet the instructional and operational needs of the district.

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions shown below [E]. 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

Designs, implements, monitors and maintains the effective integration of data between various data sources. **E**

Investigates, understands, describes and documents data contents in transaction systems. **E**

Determines need for implementation of scripts and web applications for gathering and maintaining database information. **E**

Supervises, coordinates and provides direction to technology staff who manage district data systems.

Creates, updates Data Governance documentation so that it stays relevant to district data systems, access, and security. **E**

Supports effective sharing and utilization of data across applications, multiple platforms and departments, which includes planning and execution of data migration processes. **E**

Utilizes data privacy and security protocols to work with district staff to ensure system and data integrity, including analyzing underlying causes of problems. **E**

Coordinates, designs and implements requests for new system integrations, programming requests and support activities. **E**

Applies and analyzes functional requirements to make recommendations for efficiency, database management and connections, and technology solutions. **E**

Cross-checks and debugs information obtained by integration for use in reporting. **E**

Prepares and maintains a variety of records and reports related to assigned activities. **E**

Communicates with administrators, end users, vendors, service providers and other outside organizations to coordinate activities, programs, schedule work, resolve issues. **E**

Analyzes business and instructional practices to identify potential areas for improvement and apply technical principles and concepts to develop business solutions. **E**

Resolves difficult and complex application problems through analysis and effective utilization of technical staff, coordination with other information technology staff, and use of vendor contracts. **E**

Keeps up to date on business application development and implementation, trends in K-12 technology, database architectures, technologies, and methodologies, and attend training classes as necessary. **E**

Monitors quality assurance and security procedures for business and student applications. **E**

Develops and delivers usage metrics analysis and reports to illustrate system, transactions and data usage by site and correlate said metrics to priorities for data related initiatives. **E**

Provides documentation of district enterprise data in the form of data flows, data models, data schema, etc. **E**

Defines and implements action plans to resolve problems and threats to district data systems and develops; implements appropriate processes and procedures to continually enhance the quality and integrity of district enterprise data. **E**

Confers with representatives from administrative or instructional departments to gather data, facts, or information concerning requests for, and uses of, enterprise data. **E**

Promotes effective sharing and utilization of common data across applications, multiple platforms and departments, which includes planning and execution of data migration processes. **E**

Trains, directs, guides, coaches, evaluates, supports and disciplines assigned staff. **E**

Performs other 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 experience and education equivalent to: graduation from an accredited four-year college or university with a computer science or related degree; three years of experience in a technical support role and in an MIS environment in a large organization, including at least one year of project management experience, and one year of experience in management, operation and supervision.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License.

TECHNOLOGY, EQUIPMENT AND TOOL SKILLS:

Proficient ability to use a personal computer, software and databases specific to the District, Internet, and Email. Ability to use telephone, cellular telephone, copy machine, printers, scanning devices, and general office equipment. Applicable knowledge of computer software programs for data storage and retrieval, word processing, spreadsheets, scheduling, 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:

Macintosh OS, Windows OS, Linux, MySQL, MS SQL Server, Oracle, productivity software applications including word processing, spreadsheets, and database management programs.
Principles and practices of application analysis, debugging, testing and security.
Structured Query Language (SQL), database design and development techniques, Advanced programming languages preferred.
Local area networking and personal computer communications.
Records storage and handling techniques.
Ability to articulate and understand complex issues and facilitate effective problem- solving.
Principles, techniques, procedures and developments for database development and management.
School operations and data management requirements.
Complex computer systems design, analysis and operations, with a background in managing integrated database file structures.

ABILITY TO:

Articulate and understand complex issues and facilitate effective problem- solving.
Troubleshoot and resolve, in person and by telephone, problems experienced by database system users.
Maintain accurate records of software licenses, versions and installations.
Work without close supervision.
Prioritize tasks and meet deadlines.
Design, develop and implement new system applications.
Test and debug programs for accuracy and reliability.
Anticipate impacts in other areas, processes and data sets when changes and modifications are made to district systems and integrations.
Maintain harmonious working relations with school officials and other employees.
Follow oral and written directions.
Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
Maintain insurability to drive a personal vehicle on the job.
Read and write English at a level required for satisfactory work performance.
Move heavy materials and equipment.
Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
Write reports, business correspondence, and procedure manuals.

LANGUAGE SKILLS:

Ability to read, write, hear 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 environment; drive a vehicle 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 keyboard; see to read and prepare documents and reports, and view computer monitors; sit or stand for extended period of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

APPROVALS:

Keith Rogenski
Assistant Superintendent, Human Resources

Date

Dr. John Malloy
Superintendent

Date

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

DATE: February 9, 2021

TOPIC: CONSIDERATION OF APPROVAL OF COVID TESTING FOR STAFF AND STUDENTS WITH CUUR DIAGNOSTICS AND VALENCIA BRANCH LABORATORY

DISCUSSION: In accordance with the Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California recommendations to test asymptomatic staff and students in conjunction with other mitigation strategies to help support safe and successful in-person instruction, the district has looked into several vendors to provide all-inclusive testing services and or test kits with lab services.

Sacramento's vision around testing every week through weekly COVID surveillance testing will help inform whether schools have a higher or lower COVID-19 positivity rate than the community. This data will continue to help guide decisions about safety for our students and staff and also helps to inform the local health department about district level school infection rates. The District's testing cadence will align with state and local health department requirements. These requirements are subject to change and otherwise being decided and finalized, and the District will continue to align as new information is received.

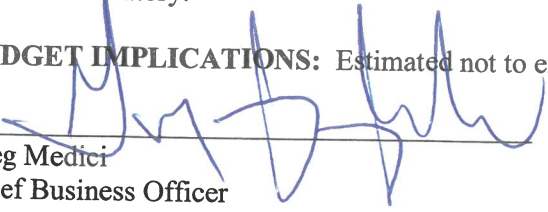
The following vendors --- CUUR Diagnostics and the Valencia Branch Laboratory --- have been identified to provide services to meet or exceed COVID-19 testing as described above. Testing forecast is based on testing capacity of up to 5,000 tests per week, while in the Purple Tier and students are back on campus as part of the Governor's Reopening In-Person Instruction Framework.

Per test cost to the District is \$100, but ultimately total testing costs borne by the District could be far less --- and even zero --- through (1) individuals' medical insurances being billed by the vendors and paying for the screenings and/or (2) Sacramento and/or Federal dollars directly earmarked for COVID testing are reimbursed to the district. The Business Office believes there is a plausible possibility that the District's 'net' invests --- of Unrestricted General Fund dollars --- will be far less than the proposed \$5 million for COVID testing being authorized here. That said, this authorization is intended for the Board and Community to control our own destiny about being prepared and committed to financial investments to secure COVID testing during efforts to return to in-person instruction starting in February and through June.

The district arrived with these two vendors after extensive research and months of conversations with no less than ten other vendors. Please also note the district will secure contract clauses that allow for full termination rights if services are not required or utilized.

RECOMMENDATION: Authorize staff to proceed with COVID testing services from CUUR Diagnostics and Valencia Branch Laboratory.

BUDGET IMPLICATIONS: Estimated not to exceed \$5,000,000 through June 30, 2021.


Greg Medici
Chief Business Officer


Dr. John Malley
Superintendent

11.13

ITEM NUMBER

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

DATE: FEBRUARY 9, 2021

**TOPIC: CONSIDERATION OF ADOPTION OF RESOLUTION NO. 46/20-21,
FOR AUTHORIZATION TO PARTICIPATE IN THE CARL MOYER
MEMORIAL AIR QUALITY STANDARDS ATTAINMENT PROGRAM
FOR SCHOOL BUS REPLACEMENT GRANT**

DISCUSSION: The Carl Moyer Memorial Air Quality Standards Attainment Program (Carl Moyer Program or CMP) is a state-funded program that offers grants to owners of heavy-duty vehicles and equipment to reduce harmful emissions from heavy-duty engines. The Bay Area Air Quality Management District (Air District) is now accepting applications for on-road equipment projects.

RECOMMENDATION: Staff recommends the Board adopt Resolution No. 46/20-21, authorizing the Director of Transportation of the San Ramon Valley Unified School District to participate in the Carl Moyer Memorial Air Quality Standards Attainment Program for school bus replacement grant.

BUDGET IMPLICATIONS: None



Jason Flores
Director, Transportation

Daniel S. Hillman

Daniel Hillman
Assistant Superintendent,
Business Operations and Facilities

Dr. John Malloy
Superintendent

**CONSIDERATION OF ADOPTION OF RESOLUTION NO. 46/20-21,
AUTHORIZATION TO PARTICIPATE IN THE CARL MOYER MEMORIAL AIR
QUALITY STANDARDS ATTAINMENT PROGRAM FOR SCHOOL BUS
REPLACEMENT GRANT**

WHEREAS, several Local, State, and Federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

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

NOW, THEREFORE, BE IT RESOLVED that the San Ramon Valley Unified School District Board hereby authorized the Director of Transportation to make application for, to sign required assurances, and to administer the Carl Moyer Memorial Air Quality Standards Attainment Program with respect to applications for Local, State and Federal programs, projects or grants, on behalf of this school district.

PASSED AND ADOPTED at the regular meeting of this Board held on February 9, 2021 by the following called vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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